

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP: 1

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> One
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6RC1: Students will enhance reading in all curriculum areas by: <input type="checkbox"/> c. Building vocabulary knowledge <input type="checkbox"/> d. Establishing context
Essential Question(s):
<input type="checkbox"/> What are the five themes of geography? <input type="checkbox"/> What are the two types of geography? <input type="checkbox"/> What tools does a geographer use? <input type="checkbox"/> Which theme is used to describe the characteristics that make a location unique? <input type="checkbox"/> When did the period known as Modern History begin? <input type="checkbox"/> How do satellites provide detailed photographs for creating maps? <input type="checkbox"/> Why are globes more accurate than maps? <input type="checkbox"/> How does the equator divide the Earth? <input type="checkbox"/> What is the name of the path that each planet follows around the sun? <input type="checkbox"/> Which two planets are closest to the sun? <input type="checkbox"/> Which planets make up the outer planets?
Assessment Activities:
<input type="checkbox"/> Complete Foldables activity on page 13 in textbook. <input type="checkbox"/> Read pages 13-38 in textbook. <input type="checkbox"/> Complete Reading Check questions on pages 15, 17, 36, and 38 in textbook. <input type="checkbox"/> Complete an outline map of Latin America by labeling specific countries, oceans, and mountains. <input type="checkbox"/> Complete Content Vocabulary Activity on pages 33-34. <input type="checkbox"/> Use the map on page 107 in textbook to identify the equator, list three countries through which the equator passes, and locate the country 40 degrees east longitude. <input type="checkbox"/> Complete Academic Vocabulary Activity on page 35. <input type="checkbox"/> Select three locations in Latin America from textbook pages 122-132. Create a travel brochure for these three places. Be sure to describe locations of interest, languages, cultures, economy, and religion for each place. <input type="checkbox"/> Complete Speaking and Listening Skills Activity on pages 43-45. <input type="checkbox"/> Complete questions 1, 2, 3, and 7 of Section One Review on page 17 in textbook. <input type="checkbox"/> Complete questions 1, 2, and 3 of Section Two Review on page 38 in textbook.
Evaluation:
Complete Assessment Activities with 80% accuracy.
Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
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Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP: 2

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Two
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G1: The student will locate selected features of Latin America and the Caribbean. <input type="checkbox"/> a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.
Essential Question(s):
<input type="checkbox"/> What is the innermost layer of the earth? <input type="checkbox"/> Which layer of the earth contains the ocean floor? <input type="checkbox"/> What happens as a result of continental drift? <input type="checkbox"/> Why are earthquakes common where plates meet?
Assessment Activities:
<input type="checkbox"/> Complete Foldables activity on page 43 in textbook. <input type="checkbox"/> Read pages 43-54 in textbook. <input type="checkbox"/> Complete Reading Check questions on pages 45, 48, 52, and 54 in textbook. <input type="checkbox"/> Complete Diagram Skills on page 45 in textbook. <input type="checkbox"/> Complete Vocabulary questions on pages 48 and 54 in textbook. <input type="checkbox"/> Complete Reteaching Activity on page 75 and Guided Reading Activity 2 on page 56. <input type="checkbox"/> Complete Main Ideas questions on pages 48 and 54 in textbook. <input type="checkbox"/> Complete Academic Vocabulary Activity on pages 61-62 and Differentiated Instruction on page 63. <input type="checkbox"/> Complete Critical Thinking questions on pages 48 and 54 in textbook. <input type="checkbox"/> Complete Reading Skills Activity on pages 21-22 and Writing Skills Activity on pages 73-74.
Evaluation:
Complete Assessment Activities with 80% accuracy.
Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP: 3

Instructional Resources:
Glencoe Georgia’s Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Three
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6RC1: Students will enhance reading in all curriculum areas by: <input type="checkbox"/> c. Building vocabulary knowledge <input type="checkbox"/> d. Establishing context
Essential Question(s):
<input type="checkbox"/> What factors affect the climate of a region? <input type="checkbox"/> How do wind and weather affect the Earth’s climate? <input type="checkbox"/> What are the five major climate zones? <input type="checkbox"/> Where is the lithosphere located? <input type="checkbox"/> How does the greenhouse effect get its name?
Assessment Activities:
<input type="checkbox"/> Read pages 55-66 in textbook. <input type="checkbox"/> Complete Reading Check questions on pages 58, 59, 61, 64, 65, and 66 in textbook. <input type="checkbox"/> Complete Forces Shaping the Earth, Five Layers Workbook on page 7. <input type="checkbox"/> Complete Climate Regions Chapter Two, Section Three on pages 13-15. <input type="checkbox"/> Create a drawing of the five layers of the Earth . Be sure to label your drawing. <input type="checkbox"/> Complete School to Home Connection on pages 77-78. <input type="checkbox"/> Create a drawing of the five layers of the Earth . Be sure to label your drawing and describe the processes that create each layer. <input type="checkbox"/> Complete Content Vocabulary Activity on pages 59-60. <input type="checkbox"/> Complete questions 2 and 4 of Section Three Review on page 61 in textbook. <input type="checkbox"/> Complete Diagram Skills on page 65 in textbook.
Evaluation:
Complete Assessment Activities with 80% accuracy.
Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP: 4

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Four
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G4: The student will describe the cultural characteristics of people who live in Latin America and the Caribbean. <input type="checkbox"/> b. Explain why Latin America is a region based on the languages of Portuguese and Spanish. <input type="checkbox"/> SS6E2: The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada. <input type="checkbox"/> c. Explain the functions of the North American Free Trade Agreement (NAFTA). <input type="checkbox"/> SS6E3: The student will describe factors that influence economic growth and examine their presence or absence in Latin America. <input type="checkbox"/> a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). <input type="checkbox"/> b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP). <input type="checkbox"/> SS6E7: The student will describe factors that influence economic growth and examine their presence or absence in Europe. <input type="checkbox"/> a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). <input type="checkbox"/> b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP). <input type="checkbox"/> SS6E10: The student will describe factors that influence economic growth and examine their presence or absence in Australia. <input type="checkbox"/> a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). <input type="checkbox"/> b. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP).
Essential Question(s):
<input type="checkbox"/> What is culture? <input type="checkbox"/> What factors bring about changes in cultures? <input type="checkbox"/> What are natural resources? <input type="checkbox"/> What are renewable resources? <input type="checkbox"/> What are nonrenewable resources?
Assessment Activities:
<input type="checkbox"/> Complete Foldables on page 71 in textbook. <input type="checkbox"/> Read pages 72-96 in textbook. <input type="checkbox"/> Complete Reading Check questions on pages 73, 74, 76, 86, 87, 89, 93, and 96 in textbook. <input type="checkbox"/> Complete Vocabulary questions on pages 76, 89, and 96 in textbook.

- Complete **Reteaching Activity** on page 101, **School-to-Home Connection Activity** on pages 103-104, and **Writing Skills Activity** on pages 99-100.
- Complete **Main Ideas questions** on pages 76, 89, and 96 in textbook.
- Complete **Guided Reading Activity 1** on page 81, **Differentiated Instruction** on page 89, and **Academic Vocabulary Activity** on page 87.
- Complete **Critical Thinking questions** on pages 76, 89, and 96 in textbook.
- Complete **Critical Thinking Skills Activity** on pages 93-94, **Content Vocabulary Activity** on pages 85-86, and **Chart, Graph, and Map Skills Activity** on pages 91-92.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education Formative Assessment
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP: 5

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Tasks One through Four Assessment
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6RC1: Students will enhance reading in all curriculum areas by: <ul style="list-style-type: none"> <input type="checkbox"/> c. Building vocabulary knowledge <input type="checkbox"/> d. Establishing context <input type="checkbox"/> SS6G1: The student will locate selected features of Latin America and the Caribbean. <ul style="list-style-type: none"> <input type="checkbox"/> a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert. <input type="checkbox"/> SS6G4: The student will describe the cultural characteristics of people who live in Latin America and the Caribbean. <ul style="list-style-type: none"> <input type="checkbox"/> b. Explain why Latin America is a region based on the languages of Portuguese and Spanish. <input type="checkbox"/> SS6E2: The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada. <ul style="list-style-type: none"> <input type="checkbox"/> c. Explain the functions of the North American Free Trade Agreement (NAFTA). <input type="checkbox"/> SS6E3: The student will describe factors that influence economic growth and examine their presence or absence in Latin America. <ul style="list-style-type: none"> <input type="checkbox"/> a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). <input type="checkbox"/> b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP). <input type="checkbox"/> SS6E7: The student will describe factors that influence economic growth and examine their presence or absence in Europe. <ul style="list-style-type: none"> <input type="checkbox"/> a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). <input type="checkbox"/> b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP). <input type="checkbox"/> SS6E10: The student will describe factors that influence economic growth and examine their presence or absence in Australia. <ul style="list-style-type: none"> <input type="checkbox"/> a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). <input type="checkbox"/> b. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP).
Essential Question(s):
<input type="checkbox"/> What are five themes of geography? <input type="checkbox"/> What are the two types of geography? <input type="checkbox"/> What tools does a geographer use? <input type="checkbox"/> Which theme is used to describe the characteristics that make a location unique?

- When did the period known as Modern History begin?
- How do satellites provide detailed photographs for creating maps?
- Why are globes more accurate than maps?
- How does the equator divide the Earth?
- What is the name of the path that each planet follows around the sun?
- Which two planets are closest to the sun?
- Which planets make up the outer planets?
- What is the innermost layer of the Earth?
- Which layer of the Earth contains the ocean floor?
- What happens as a result of continental drift?
- Why are earthquakes common where plates meet?
- What factors affect the climate of a region?
- How do wind and weather affect the Earth's climates?
- What are the five major climate zones?
- Where is the lithosphere located?
- How does the greenhouse effect get its name?
- What is culture?
- What factors bring about changes in cultures?
- What are natural resources?
- What are renewable resources?
- What are nonrenewable resources?

Assessment Activities:

- Complete the following activities as an Assessment of the information gained in Unit One of the textbook.
- Vocabulary (4 points each):**
Use the correct vocabulary term to complete the following sentences.
 1. _____ is the study of the Earth and its people.
 2. A _____ is a round model of the Earth that shows its shape, landforms, and directions as they truly relate to one another
 3. A _____ is a flat drawing of all or part of the Earth's surface.
 4. The path that each planet takes around the sun is its _____.
 5. The _____ is the layer of oxygen and gases that surrounds Earth.
 6. A _____ provides detailed photographs for creating maps.
 7. _____ are sudden and violent movements of the Earth's crust.
 8. _____ refers to the changes in temperature, wind direction and speed, and air moisture that take place over a short period of time.
 9. The study of usual, predictable patterns of weather in an area over many years is _____.

10. _____ is the way of life of a group of people who share similar beliefs and customs.

Multiple Choice (2 points each):

After reading the question/statement, select the correct answer.

11. When did the period known as Modern History begin?

- a. five years ago
- b. five decades ago
- c. five centuries ago
- d. five millennia ago

12. Which geographic theme is used to describe the characteristics that make a location unique?

- a. place
- b. regions
- c. location
- d. movement

13. Which is the **best** reason a globe is more accurate than a map?

- a. It shows all of the Earth on one surface.
- b. It is easier to read the names of places.
- c. It depicts the true shape of lands on Earth.
- d. It shows boundaries more clearly.

14. Which of the following terms are used to describe the areas that have similar patterns of temperature and precipitation?

- a. climate zones
- b. biomes
- c. El Nino
- d. currents

15. Which of the following is a nonrenewable resource?

- a. water
- b. sunlight
- c. oil
- d. wind

Short Answer (10 points each):

After reading the question/statement, write a short answer using complete sentences.

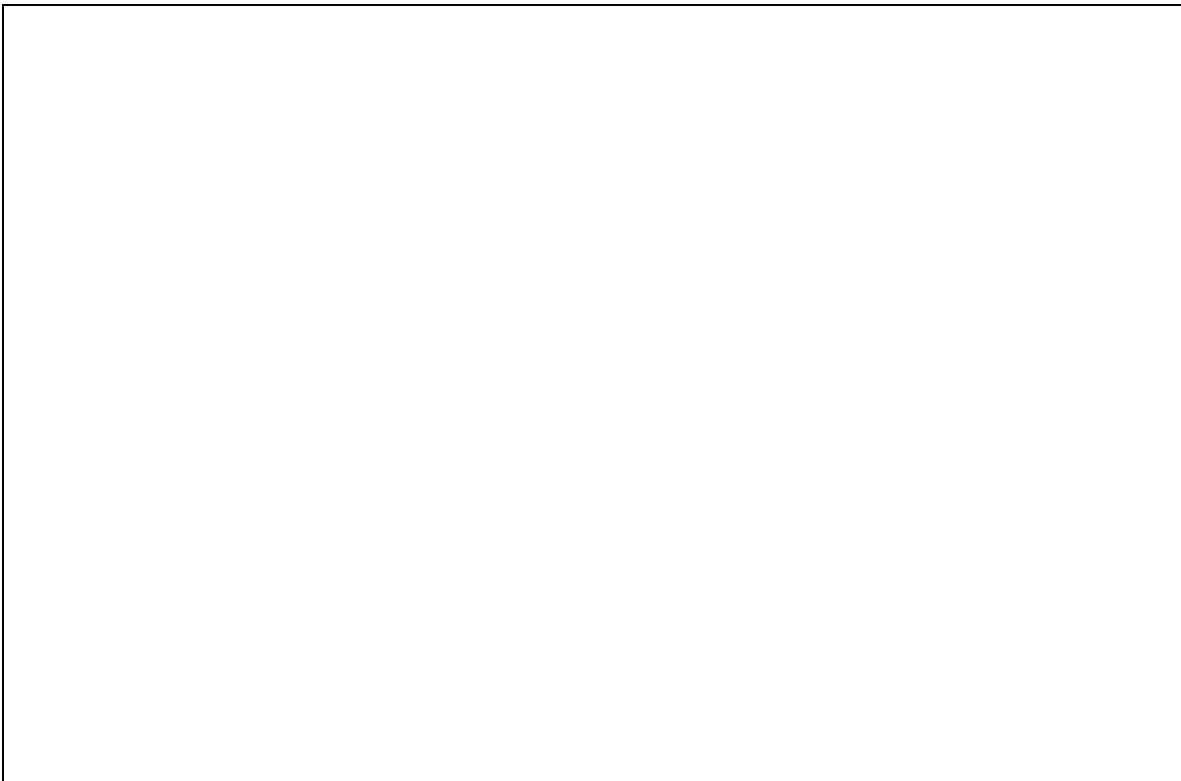
16. List and describe the five themes used by geographers to describe places and people.

17. Name the two types of geography.

18. Give three facts about the Equator.

19. List the planets that make up the outer planets.

20. Name the factors that bring about changes in culture.



Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Unit One Assessment
Answer Key**

Assessment Activities:

Complete the following activities as an Assessment of the information gained in Unit One of the textbook.

Vocabulary (4 points each):

Use the correct vocabulary term to complete the following sentences.

1. **Geography** is the study of the Earth and its people.
2. A **globe** is a round model of the Earth that shows its shape, landforms, and directions as they truly relate to one another.
3. A **map** is a flat drawing of all or part of the Earth's surface.
4. The path that each planet takes around the sun is its **orbit**.
5. The **atmosphere** is the layer of oxygen and gases that surrounds Earth.
6. A **satellite** provides detailed photographs for creating maps.
7. **Earthquakes** are sudden and violent movements of the Earth's crust.
8. **Weather** refers to the changes in temperature, wind direction and speed, and air moisture that take place over a short period of time.
9. The study of usual, predictable patterns of weather in an area over many years is **climate**.
10. **Culture** is the way of life of a group of people who share similar beliefs and customs.

Multiple Choice (2 points each):

After reading the question/statement, select the correct answer.

11. When did the period known as Modern History begin?
 - a. five years ago
 - b. five decades ago
 - c. five centuries ago**
 - d. five millennia ago
12. Which geographic theme is used to describe the characteristics that make a location unique?
 - a. place**
 - b. regions
 - c. location
 - d. movement

13. Which is the **best** reason a globe is more accurate than a map?
- It shows all of the Earth on one surface.
 - It is easier to read the names of places.
 - It depicts the true shape of lands on Earth.
 - It shows boundaries more clearly.
14. Which of the following terms are used to describe the areas that have similar patterns of temperature and precipitation?
- climate zones
 - biomes
 - El Nino
 - currents
15. Which of the following is a nonrenewable resource?
- water
 - sunlight
 - oil
 - wind

Short Answer (10 points each):

After reading the question/statement, write a short answer using complete sentences.

16. List and describe the five themes used by geographers to describe places and people.

Location – the position of a place on the Earth's surface

Place – the characteristics of a location that make it unique or different

Human-environment interaction – the effect that people have on their environments and the effects that their environments have on them

Movement – the explanation of how and why people, ideas, and goods move from place to place

Regions – the areas of the Earth's surface that have several common characteristics

17. Name the two types of geography.

Physical and Human

18. Give three facts about the Equator.

It circles the middle of the Earth like a belt.

It is located halfway between the North and South Poles.

It is 0 degrees latitude.

19. List the planets that make up the outer planets.

Jupiter, Saturn, Uranus, Neptune

20. Name the factors that bring about changes in culture.

Inventions/Innovations
Technological improvements
Influence of other cultures

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
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Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP: 6

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Five
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G1: The student will locate selected features of Latin America and the Caribbean. <input type="checkbox"/> a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert. <input type="checkbox"/> SS6G2: The student will discuss environmental issues in Latin America. <input type="checkbox"/> a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela. <input type="checkbox"/> SS6G3: The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean. <input type="checkbox"/> a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade. <input type="checkbox"/> b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade. <input type="checkbox"/> SS6E3: The student will describe factors that influence economic growth and examine their presence or absence in Latin America. <input type="checkbox"/> c. Describe the role of natural resources in a country's economy.
Essential Question(s):
<input type="checkbox"/> How might a wide variety of physical features affect transportation and communications within a region? <input type="checkbox"/> How does the physical geography of Latin America and the Caribbean affect where people live? <input type="checkbox"/> How has the physical geography and distribution of resources influenced how people have lived in Latin America? <input type="checkbox"/> How do the factors of climate, access to water, and the natural resources affect where people in Latin America and the Caribbean choose to live and work?
Assessment Activities:
<input type="checkbox"/> Complete Foldables activity on page 121 in textbook. <input type="checkbox"/> Read pages 122-132 in textbook. <input type="checkbox"/> Complete Reading Check questions on pages 124, 125, 126, 131, and 132 in textbook. <input type="checkbox"/> Create a list of the group of islands in the Caribbean Sea and write a key fact about each. <input type="checkbox"/> Complete School-to-Home Connection Activity on pages 57-58 and Academic Vocabulary Activity on page 41. <input type="checkbox"/> Write a list of reasons why the Amazon is an important waterway.

- Complete **Content Vocabulary Activity** on page 39 and **Chart, Graph, and Map Skills** on pages 45-46.
- Create a **diagram listing six natural resources and the countries where these resources are found**.
- Complete **Critical Thinking Skills Activity** on pages 47-48.
- Complete question 5 of **Section One Review** on page 126 and question 3 of **Section Two Review** on page 132 in textbook.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP: 7

Instructional Resources:
Glencoe Georgia’s Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Six
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G4: The student will describe the cultural characteristics of people who live in Latin America and the Caribbean. <input type="checkbox"/> a. Describe the results of blending of ethnic groups in Latin America and the Caribbean. <input type="checkbox"/> b. Explain why Latin America is a region based on the languages of Portuguese and Spanish. <input type="checkbox"/> c. Evaluate how the literacy rate affects the standard of living. <input type="checkbox"/> SS6E1: The student will analyze different economic systems. <input type="checkbox"/> 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. <input type="checkbox"/> SS6E2: The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada. <input type="checkbox"/> a. Explain how specialization encourages trade between countries. <input type="checkbox"/> SS6H1: The student will describe the impact of European contact on Latin America. <input type="checkbox"/> a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa. <input type="checkbox"/> 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. <input type="checkbox"/> SS6H2: The student will explain the development of Latin America and the Caribbean from European colonies to independent nations. <input type="checkbox"/> a. Describe the influence of African slavery on the development of the Americas. <input type="checkbox"/> b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America. <input type="checkbox"/> c. Explain the Latin American independence movement; include the importance of Toussaint L’Ouverture, Simon Bolivar, and Miguel Hidalgo. <input type="checkbox"/> SS6H3: The student will analyze important 20th century issues in Latin America and the Caribbean. <input type="checkbox"/> a. Explain the impact of the Cuban Revolution.
Essential Question(s):
<input type="checkbox"/> What effect did the Toltec monopoly on the obsidian trade have on the region? <input type="checkbox"/> Why did the Spanish conquer Native American empires? <input type="checkbox"/> What two environment-related factors limit the number of people who live in

certain areas in Latin America?

- What Latin American nations have populations that are mainly of European background?

Assessment Activities:

- Complete **Foldables** activity on page 137 in textbook.
- Read pages 136-155 in textbook.
- Complete **Reading Check** questions on pages 141, 145, 151, and 154 in textbook.
- Complete **Vocabulary questions** on pages 145 and 154 in textbook.
- Complete **Reteaching Activity** on page 79 and **Guided Reading Activity 2** on page 62.
- Complete **Main Ideas questions** on pages 145 and 154 in textbook.
- Complete **Reading Skills Activity** on pages 25-26 and **Academic Vocabulary Activity** on pages 65-66.
- Complete **Critical Thinking questions** on pages 145 and 154 in textbook.
- Complete **Critical Thinking Skills Activity** on pages 71-72 and **Content Vocabulary Activity** on pages 63-64.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
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Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP: 8

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Seven
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G1: The student will locate selected features of Latin America and the Caribbean. <input type="checkbox"/> a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert. <input type="checkbox"/> b. Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela. <input type="checkbox"/> SS6G2: The student will discuss environmental issues in Latin America. <input type="checkbox"/> a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela. <input type="checkbox"/> SS6G4: The student will describe the cultural characteristics of people who live in Latin America and the Caribbean. <input type="checkbox"/> a. Describe the results of blending of ethnic groups in Latin America and the Caribbean. <input type="checkbox"/> b. Explain why Latin America is a region based on the languages of Portuguese and Spanish. <input type="checkbox"/> c. Evaluate how the literacy rate affects the standard of living. <input type="checkbox"/> SS6CG1: The student will compare and contrast various forms of government. <input type="checkbox"/> b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. <input type="checkbox"/> SS6CG2: The student will explain the structures of national governments in Latin America and the Caribbean. <input type="checkbox"/> a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms. <input type="checkbox"/> SS6E1: The student will analyze different economic systems. <input type="checkbox"/> 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. <input type="checkbox"/> b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command. <input type="checkbox"/> SS6E2: The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada. <input type="checkbox"/> a. Explain how specialization encourages trade between countries. <input type="checkbox"/> c. Explain the functions of the North American Free Trade Agreement (NAFTA). <input type="checkbox"/> SS6H2: The student will explain the development of Latin America and the

<p>Caribbean from European colonies to independent nations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America. <input type="checkbox"/> SS6H3: The student will analyze important 20th century issues in Latin America and the Caribbean. <input type="checkbox"/> b. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.
<p>Essential Question(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> How did the Zapatista guerilla movement affect Mexico? <input type="checkbox"/> How has the blending of ethnic groups impacted the people and the culture in Latin America? <input type="checkbox"/> How do the federal governments of Brazil, Mexico, and Cuba differ? <input type="checkbox"/> What forms of leadership do the governments in Brazil, Mexico, and Cuba have and how are the leaders of these countries chosen?
<p>Assessment Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Foldables activity on page 161 in textbook. <input type="checkbox"/> Read pages 161-182 in textbook. <input type="checkbox"/> Complete Reading Check questions on pages 164, 166, 169, 170, 179, 180, and 182 in textbook. <input type="checkbox"/> Write a list of three facts about the government of Mexico. <input type="checkbox"/> Complete Reteaching Activity on page 105 and School-to-Home Connection Activity on pages 107-108. <input type="checkbox"/> Create a graphic cartoon of a Mexican plaza. Be sure to include the things that are heard in this plaza. <input type="checkbox"/> Complete Guided Reading Activity on page 85 and Environmental Case Study on pages 13-16. <input type="checkbox"/> Create a diagram that compares/contrasts the political leaders of Brazil, Mexico, and Cuba. <input type="checkbox"/> Complete Content Vocabulary Activity on pages 89-90 and Enrichment Activity on pages 19-21. <input type="checkbox"/> Complete questions 2 and 5 of Section One Review on page 166 in textbook, questions 4 and 5 of Section Two Review on page 170 in textbook, and question 2 of Section Three Review on page 182 in textbook.
<p>Evaluation:</p> <p>Complete Assessment Activities with 80% accuracy.</p>
<p>Assessment Activities Legend: Purple 1; Green 2; Red 3</p>

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Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP: 9

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Eight
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G5: The student will locate selected features of Canada. <input type="checkbox"/> 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. <input type="checkbox"/> SS6G6: The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada. <input type="checkbox"/> a. Describe how Canada's location, climate, and natural resources have affected where people live. <input type="checkbox"/> b. Describe how Canada's location, climate, and natural resources impact trade. <input type="checkbox"/> SS6G7: The student will discuss environmental issues in Canada. <input type="checkbox"/> a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources. <input type="checkbox"/> SS6CG1: The student will compare and contrast various forms of government. <input type="checkbox"/> a. Describe the ways government systems distribute power: unitary, confederation, and federal. <input type="checkbox"/> c. Describe the two predominate forms of democratic governments: parliamentary and presidential. <input type="checkbox"/> SS6CG3: The student will explain the structure of the national government of Canada. <input type="checkbox"/> a. Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms. <input type="checkbox"/> SS6E1: The student will analyze different economic systems. <input type="checkbox"/> b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command. <input type="checkbox"/> c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil. <input type="checkbox"/> SS6E2: The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada. <input type="checkbox"/> a. Explain how specialization encourages trade between countries. <input type="checkbox"/> b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. <input type="checkbox"/> c. Explain the functions of the North American Free Trade Agreement (NAFTA). <input type="checkbox"/> SS6H4: The student will describe the impact of European contact on Canada. <input type="checkbox"/> a. Describe the influence of the French and the English on the language and religion of Canada. <input type="checkbox"/> SS6H5: The student will analyze important contemporary issues in Canada.

- a. Describe Quebec's independence movement.

Essential Question(s):

- How did Canada become independent?
- Why was the territory of Nunavut created?
- How are acid rain, pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources major environmental concerns of Canada?
- Why type of government systems exists in Canada?
- What is the basic type of economic system found in Canada?
- How does the North American Free Trade Agreement (NAFTA) impact Canada's economy and trade?
- How have the French and English influenced the languages of Canada?

Assessment Activities:

- Complete **Foldables** on page 187 in textbook.
- Read pages 188-202 in textbook.
- Complete **Reading Check** questions on pages 190, 191, 192, 195, 196, 197, 200, 201, and 202 in textbook.
- Complete **Vocabulary questions** on pages 306, 320, and 324 in textbook.
- Complete **Guided Reading Activity 1** on page 111.
- Complete **Main Ideas questions** on pages 306, 320, and 324 in textbook.
- Complete Guided **Content Vocabulary Activity** on pages 115-116, **Academic Vocabulary** on page 117, and **Differentiated Instruction** on page 119.
- Complete **Critical Thinking questions** on pages 306, 320, and 324 in textbook.
- Complete **Critical Thinking Skills Activity** on pages 123-124 and **Primary Source Reading B** on pages 29-30.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education Formative Assessment
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:10

Instructional Resources:
Glencoe Georgia’s Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Tasks Five through Eight Assessment
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G1: The student will locate selected features of Latin America and the Caribbean. <input type="checkbox"/> a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert. <input type="checkbox"/> b. Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela. <input type="checkbox"/> SS6G2: The student will discuss environmental issues in Latin America. <input type="checkbox"/> a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela. <input type="checkbox"/> SS6G3: The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean. <input type="checkbox"/> a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade. <input type="checkbox"/> b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade. <input type="checkbox"/> SS6E3: The student will describe factors that influence economic growth and examine their presence or absence in Latin America. <input type="checkbox"/> c. Describe the role of natural resources in a country’s economy. <input type="checkbox"/> SS6G4: The student will describe the cultural characteristics of people who live in Latin America and the Caribbean. <input type="checkbox"/> a. Describe the results of blending of ethnic groups in Latin America and the Caribbean. <input type="checkbox"/> b. Explain why Latin America is a region based on the languages of Portuguese and Spanish. <input type="checkbox"/> c. Evaluate how the literacy rate affects the standard of living. <input type="checkbox"/> SS6E1: The student will analyze different economic systems. <input type="checkbox"/> 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. <input type="checkbox"/> b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command. <input type="checkbox"/> c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil. <input type="checkbox"/> SS6E2: The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- c. Explain the functions of the North American Free Trade Agreement (NAFTA).
- SS6H1: The student will describe the impact of European contact on Latin America.
- a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.
- 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.
- SS6H2: The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.
- a. Describe the influence of African slavery on the development of the Americas.
- b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.
- c. Explain the Latin American independence movement; include the importance of Toussaint L'Ouverture, Simon Bolivar, and Miguel Hidalgo.
- SS6H3: The student will analyze important 20th century issues in Latin America and the Caribbean.
- a. Explain the impact of the Cuban Revolution.
- b. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.
- SS6H4: The student will describe the impact of European contact on Canada.
- a. Describe the influence of the French and the English on the language and religion of Canada.
- SS6H5: The student will analyze important contemporary issues in Canada.
- a. Describe Quebec's independence movement.
- SS6CG1: The student will compare and contrast various forms of government.
- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominate forms of democratic governments: parliamentary and presidential.
- SS6CG2: The student will explain the structures of national governments in Latin America and the Caribbean.
- a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.
- SS6CG3: The student will explain the structure of the national government of Canada.
- a. Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms.
- SS6G5: The student will locate selected features of Canada.
- a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.
- SS6G6: The student will explain the impact of location, climate, distribution of

natural resources, and population distribution on Canada.

- a. Describe how Canada's location, climate, and natural resources have affected where people live.
- b. Describe how Canada's location, climate, and natural resources impact trade.
- SS6G7: The student will discuss environmental issues in Canada.
- a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.
-

Essential Question(s):

- How might a wide variety of physical features affect transportation and communications within a region?
- How does the physical geography of Latin America and the Caribbean affect where people live?
- How has the physical geography and distribution of resources influenced how people have lived in Latin America?
- How do the factors of climate, access to water, and the natural resources affect where people in Latin America and the Caribbean choose to live and work?
- What effect did the Toltec monopoly on the obsidian trade have on the region?
- Why did the Spanish conquer Native American empires?
- What two environment-related factors limit the number of people who live in certain areas in Latin America?
- What Latin American nations have populations that are mainly of European background?
- How did the Zapatista guerilla movement affect Mexico?
- How has the blending of ethnic groups impacted the people and the culture in Latin America?
- How do the federal governments of Brazil, Mexico, and Cuba differ?
- What forms of leadership do the governments in Brazil, Mexico, and Cuba have and how are the leaders of these countries chosen?
- How did Canada become independent?
- Why was the territory of Nunavut created?
- How are acid rain, pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources major environmental concerns of Canada?
- Why type of government systems exists in Canada?
- What is the basic type of economic system found in Canada?
- How does the North American Free Trade Agreement (NAFTA) impact Canada's economy and trade?
- How have the French and English influenced the languages of Canada?

Assessment Activities:

- Complete the following activities as an Assessment of the information gained in Unit Two of the textbook.
- Vocabulary (4 points each):**
Use the correct vocabulary term to complete the following sentences.
 1. A _____ is a small river that flows into a larger river.
 2. An _____ is an area where river currents and ocean tides meet.

3. An _____ is a large territory with many different peoples under one ruler.
4. _____ is the movement of people.
5. _____ are public squares.
6. A _____ is where the government decides how resources are used and what goods and services are produced.
7. _____ are overseas settlements that are tied to a parent country.
8. A _____ is a self-governing country in the British Empire.
9. In a _____ people are free to buy, sell, and produce whatever they want, with limited government involvement.
10. _____ is rain containing high amounts of chemical pollutants.

Multiple Choice (2 points each):

After reading the question/statement, select the correct answer.

11. Why did the Spanish conquer Native American empires?
 - a. to gain wealth and control of many territories
 - b. to hurt the Native Americans
 - c. to learn to grow crops
 - d. to help the Native Americans
12. Which cultures have influenced Mexico the most?
 - a. European and Russian
 - b. European and Native American
 - c. Native American and Slavic
 - d. Spanish and French
13. Who granted Canada its independence and when?
 - a. the French in 1892
 - b. the United States in 1985
 - c. the British in 1982
 - d. the colonies in 1492
14. Which of the following best describes the part of the Canadian Shield that wraps around the Hudson Bay?
 - a. rich soil and prairies
 - b. few lakes and forests
 - c. fertile farmland and mild climate
 - d. poor soil and cold climate

15. Who heads the government in a parliamentary democracy?

- a. prime minister
- b. dictator
- c. queen
- d. president

Short Answer (10 points each):

After reading the question/statement, write a short answer using complete sentences.

16. List five natural resources found in Latin America.

17. List three nations in Latin America that are mainly populated with people of European descent.

18. Describe the physical characteristics and resources of the Canadian Shield.

19. How have French and English affected language and government in Quebec?

20. List and describe the environmental issues of Canada.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

Unit Two Assessment Answer Key

Assessment Activities:

Complete the following activities as an Assessment of the information gained in Unit Two of the textbook.

Vocabulary (4 points each):

Use the correct vocabulary term to complete the following sentences.

1. A **tributary** is a small river that flows into a larger river.
2. An **estuary** is an area where river currents and ocean tides meet.
3. An **empire** is a large territory with many different peoples under one ruler.
4. **Migration** is the movement of people.
5. **Plazas** are public squares.
6. A **command economy** is where the government decides how resources are used and what goods and services are produced.
7. **Colonies** are overseas settlements that are tied to a parent country.
8. A **dominion** is a self-governing country in the British Empire.
9. In a **free market economy** people are free to buy, sell, and produce whatever they want, with limited government involvement.
10. **Acid rain** is rain containing high amounts of chemical pollutants.

Multiple Choice (2 points each):

After reading the question/statement, select the correct answer.

11. Why did the Spanish conquer Native American empires?

- a. to gain wealth and control of many territories
- b. to hurt the Native Americans
- c. to learn to grow crops
- d. to help the Native Americans

12. Which cultures have influenced Mexico the most?

- a. European and Russian
- b. European and Native American
- c. Native American and Slavic
- d. Spanish and French

13. Who granted Canada its independence and when?

- a. the French in 1892
- b. the United States in 1985
- c. the British in 1982
- d. the colonies in 1492

14. Which of the following best describes the part of the Canadian Shield that wraps around the Hudson Bay?

- a. rich soil and prairies
- b. few lakes and forests
- c. fertile farmland and mild climate
- d. poor soil and cold climate

15. Who heads the government in a parliamentary democracy?

- a. prime minister
- b. dictator
- c. queen
- d. president

Short Answer (10 points each):

After reading the question/statement, write a short answer using complete sentences.

16. List five natural resources found in Latin America. (answers vary)

Minerals
Forests
Farmland
Water
Oil

17. List three nations in Latin America that are mainly populated with people of European descent.

Argentina
Uruguay
Chile

18. Describe the physical characteristics and resources of the Canadian Shield.

The Canadian Shield has rocky hills, lakes, evergreen forests, poor soil, and a cold climate. There are also deposits of iron ore, copper, and nickel.

19. How have French and English affected language and government in Quebec? (answers vary)

Canada's government promised to protect the French language and culture in Quebec. They eventually launched a new political party after feeling as if they were mistreated. The English-speaking minority in Quebec was wealthier and controlled the economy.

20. List and describe the environmental issues of Canada. (answers vary)
Acid rain damages trees and harms rivers, lakes, and the stone used in buildings.
Pollution harms the plants and animals in the lakes.
Mineral collection in the Canadian Shield has led to environmental damage.
Harvesting timber has decreased the amount of land covered by forests.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:11

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Nine
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G8: The student will locate selected features of Europe. <input type="checkbox"/> a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula. <input type="checkbox"/> SS6G9: The student will discuss environmental issues in Europe. <input type="checkbox"/> a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine. <input type="checkbox"/> SS6G10: The student will explain the impact of location, climate, natural resources, and population distribution on Europe. <input type="checkbox"/> a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade. <input type="checkbox"/> SS6E7: The student will describe factors that influence economic growth and examine their presence or absence in Europe. <input type="checkbox"/> b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP). <input type="checkbox"/> c. Describe the role of natural resources in a country's economy.
Essential Question(s):
<input type="checkbox"/> What are the major physical features of Europe? <input type="checkbox"/> Where are Europe's most productive oil fields? <input type="checkbox"/> What environmental concerns do countries in Europe face? <input type="checkbox"/> How do the factors of climate, access to water, and natural resources affect where Europeans choose to live and work? <input type="checkbox"/> What are the four climate zones of Russia? <input type="checkbox"/> How does latitude and longitude affect the climate in Europe?
Assessment Activities:
<input type="checkbox"/> Complete Foldables activity on page 229 in textbook. <input type="checkbox"/> Read pages 230-248 in textbook. <input type="checkbox"/> Complete Reading Check questions on pages 234, 237, 238, 241, and 248 in textbook. <input type="checkbox"/> Complete a Reading Strategy on page 230 in textbook. <input type="checkbox"/> Complete Academic Vocabulary Activity on page 41 and School-to-Home Connection Activity on pages 57-58. <input type="checkbox"/> Write a list of the effects of living near water . <input type="checkbox"/> Complete Critical Thinking Skills Activity on pages 47-48 and Content Vocabulary Activity on page 39. <input type="checkbox"/> Create a plan that describes how the Europeans can solve acid rain, air pollution, and water pollution .

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| <ul style="list-style-type: none"><input type="checkbox"/> Complete GEO Lab Activity on pages 23-24 and Chart, Graph, and Map Skills Activity on pages 45-46.<input type="checkbox"/> Complete questions 3-6 of Section One Review on page 238 in textbook.<input type="checkbox"/> Complete question 2 of Section Two Review on page 248 in textbook. |
| Evaluation: |
| Complete Assessment Activities with 80% accuracy. |
| Assessment Activities Legend: Purple 1; Green 2; Red 3 |

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:12

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Ten
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G8: The student will locate selected features of Europe. <input type="checkbox"/> a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula. <input type="checkbox"/> b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom. <input type="checkbox"/> SS6G10: The student will explain the impact of location, climate, natural resources, and population distribution on Europe. <input type="checkbox"/> a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade. <input type="checkbox"/> SS6G11: The student will describe the cultural characteristics of Europe. <input type="checkbox"/> a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian. <input type="checkbox"/> b. Describe the major religions in Europe; include Judaism, Christianity, and Islam. <input type="checkbox"/> c. Explain how the literacy rate affects the standard of living in Europe. <input type="checkbox"/> SS6CG4: The student will compare and contrast various forms of government. <input type="checkbox"/> b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. <input type="checkbox"/> SS6CG5: The student will explain the structure of modern European governments. <input type="checkbox"/> a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms. <input type="checkbox"/> b. Describe the purpose of the European Union and the relationship between member nations. <input type="checkbox"/> SS6E5: The student will analyze different economic systems. <input type="checkbox"/> 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. <input type="checkbox"/> SS6E6: The student will analyze the benefits of and barriers to voluntary trade in Europe. <input type="checkbox"/> b. Explain why international trade requires a system for exchanging currencies between nations. <input type="checkbox"/> SS6E7: The student will describe factors that influence economic growth and examine their presence or absence in Europe.

- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- SS6H6: The student will analyze the impact of European exploration and colonization on various world regions.
- a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.
- b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.
- d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.
- SS6H7: The student will explain conflict and change in Europe to the 21st century.
- a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.
- b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.
- c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

Essential Question(s):

- In which Greek city-state did democracy develop?
- How does the diversity of languages in Europe (German, English, Russian, French, Italian) reflect its unique cultural characteristics?
- What changes did the Black Death bring to Europe?
- What is the relationship between the collapse of the Soviet Union, the reunification of Germany, and the end to the Cold War?
- What forces have helped unify Europeans at different times?

Assessment Activities:

- Complete **Foldables** activity on page 253 in textbook.
- Read pages 254-276 in textbook.
- Complete **Reading Check** questions on pages 257, 260, 265, 270, 272, and 276 in textbook.
- Complete **Vocabulary questions** on pages 265 and 276 in textbook.
- Complete **Reteaching Activity** on page 79 and **Speaking and Listening Skills Activity** on pages 73-75.
- Complete **Main Ideas questions** on pages 265 and 276 in textbook.
- Complete **Writing Skills Activity** on pages 77-78 and **Chart, Graph, and Map Skills Activity** on pages 69-70.
- Complete **Critical Thinking questions** on pages 265 and 276 in textbook.
- Complete **Primary Source Reading A** on pages 27-28 and **Critical Thinking Skills Activity** on pages 71-72.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:13

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Eleven
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G8: The student will locate selected features of Europe. <input type="checkbox"/> a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula. <input type="checkbox"/> b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom. <input type="checkbox"/> SS6G9: The student will discuss environmental issues in Europe. <input type="checkbox"/> a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine. <input type="checkbox"/> SS6G10: The student will explain the impact of location, climate, natural resources, and population distribution on Europe. <input type="checkbox"/> a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade. <input type="checkbox"/> b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade. <input type="checkbox"/> SS6G11: The student will describe the cultural characteristics of Europe. <input type="checkbox"/> a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian. <input type="checkbox"/> b. Describe the major religions in Europe; include Judaism, Christianity, and Islam. <input type="checkbox"/> c. Explain how the literacy rate affects the standard of living in Europe. <input type="checkbox"/> SS6CG4: The student will compare and contrast various forms of government. <input type="checkbox"/> a. Describe the ways government systems distribute power: unitary, confederation, and federal. <input type="checkbox"/> c. Describe the two predominant forms of democratic governments: parliamentary and presidential. <input type="checkbox"/> SS6CG5: The student will explain the structure of modern European governments. <input type="checkbox"/> a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms. <input type="checkbox"/> b. Describe the purpose of the European Union and the relationship between member nations. <input type="checkbox"/> SS6E5: The student will analyze different economic systems. <input type="checkbox"/> 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.

- c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.
- SS6E7: The student will describe factors that influence economic growth and examine their presence or absence in Europe.
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.
- SS6H7: The student will explain conflict and change in Europe to the 21st century.
- b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.
- c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

Essential Question(s):

- What factors help make a region an important world economic center?
- Which four regions make up the United Kingdom?
- How are the governments of the United Kingdom and Germany different and how are these governments similar?
- What separates Great Britain from the rest of Europe?
- How has the location of the United Kingdom shaped its history?
- Why is Ireland referred to as the Emerald Isle?
- How has Ireland's economy changed in recent years?
- Why are the United Kingdom, Ireland, and the countries of Europe considered a sub region of Europe?
- How does France's physical geography contribute to its agriculture?
- How has French culture influenced the world?
- How did World War II affect Germany?
- What events led to the reunification of Germany?
- What roles does Germany have in the global economy?
- How do the economies of the western and eastern parts of Germany differ?

Assessment Activities:

- Complete **Foldables** activity on page 283 in textbook.
- Read pages 284-301 in textbook.
- Complete **Reading Check** questions on pages 287, 290, 292, 297, and 301 in textbook.
- Write a **list of sports that are typically played in Europe**.
- Complete **Speaking and Listening Skills Activity** on pages 101-103 and **School-to-Home Connection Activity** on pages 109-110.
- Create a **drawing of the four regions of the United Kingdom**. Be sure to label each region.
- Complete **Reading Skills Activity** on pages 25-26 and **Content Vocabulary Activity** on pages 91-92.
- Create a **drawing of the four regions of the United Kingdom**. Be sure to label your drawing and describe the physical features of each region.
- Complete **Primary Source Reading B** on pages 29-30 and **Geography and Economics Activity** on pages 9-10.
- Complete questions 2 and 5 of **Section One Review** on page 292 in textbook and questions 2, 3, and 5 of **Section Two Review** on page 301 in textbook.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:14

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Twelve
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G10: The student will explain the impact of location, climate, natural resources, and population distribution on Europe. <input type="checkbox"/> a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade. <input type="checkbox"/> b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade. <input type="checkbox"/> SS6G11: The student will describe the cultural characteristics of Europe. <input type="checkbox"/> a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian. <input type="checkbox"/> b. Describe the major religions in Europe; include Judaism, Christianity, and Islam. <input type="checkbox"/> SS6CG5: The student will explain the structure of modern European governments. <input type="checkbox"/> a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms. <input type="checkbox"/> b. Describe the purpose of the European Union and the relationship between member nations. <input type="checkbox"/> SS6H6: The student will analyze the impact of European exploration and colonization on various world regions. <input type="checkbox"/> b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas. <input type="checkbox"/> SS6G8: The student will locate selected features of Europe. <input type="checkbox"/> b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom. <input type="checkbox"/> SS6G9: The student will discuss environmental issues in Europe. <input type="checkbox"/> a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine. <input type="checkbox"/> SS6E5: The student will analyze different economic systems. <input type="checkbox"/> 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. <input type="checkbox"/> c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia. <input type="checkbox"/> SS6E7: The student will describe factors that influence economic growth and

- examine their presence or absence in Europe.
- c. Describe the role of natural resources in a country's economy.
- SS6CG4: The student will compare and contrast various forms of government.
- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- SS6H7: The student will explain conflict and change in Europe to the 21st century.
- c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

Essential Question(s):

- How did Portugal benefit from joining the EU?
- Why do most people live in northern Italy rather than southern Italy?
- How has geography affected the way Greeks earn a living?
- Why was it easy for armies to invade Poland?
- What type of economy did Poland have under Communist rule? What type of economy does Poland have now? How is decision making different in these two economic systems?
- What do the Baltic, Republics, Belarus, and Poland have in common? How are they different?
- Why did Czechoslovakia split into two countries?
- How does employment in eastern Europe compare to employment in the rest of Europe?
- Why is Kaliningrad important to Russia?
- How did the fall of communism affect the economy of Russia?
- What change in Russia's government led to the transferring of business from government to individuals?
- What freedoms did the people of Russia gain after the fall of communism?

Assessment Activities:

- Read pages 302-324 in textbook.
- Complete **Reading Check** questions on pages 304, 305, 306, 314, 317, 320, 323, and 324 in textbook.
- Complete **Vocabulary questions** on pages 306, 320, and 324 in textbook.
- Complete **Reteaching Activity** on page 107 and **Southern Europe Chapter Ten, Section Three** on pages 76-78.
- Complete **Main Ideas questions** on pages 306, 320, and 324 in textbook.
- Complete **Regional Atlas Activity A** on page 1 and **Guided Reading Activity 4** on page 88.
- Complete **Critical Thinking questions** on pages 306, 320, and 324 in textbook.
- Complete **Academic Vocabulary Activity** on pages 93-94.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education Formative Assessment
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:15

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Tasks Nine through Twelve Assessment
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G8: The student will locate selected features of Europe. <input type="checkbox"/> a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula. <input type="checkbox"/> b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom. <input type="checkbox"/> SS6G9: The student will discuss environmental issues in Europe. <input type="checkbox"/> a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine. <input type="checkbox"/> SS6G10: The student will explain the impact of location, climate, natural resources, and population distribution on Europe. <input type="checkbox"/> a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade. <input type="checkbox"/> b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade. <input type="checkbox"/> SS6G11: The student will describe the cultural characteristics of Europe. <input type="checkbox"/> a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian. <input type="checkbox"/> b. Describe the major religions in Europe; include Judaism, Christianity, and Islam. <input type="checkbox"/> c. Explain how the literacy rate affects the standard of living in Europe. <input type="checkbox"/> SS6CG4: The student will compare and contrast various forms of government. <input type="checkbox"/> a. Describe the ways government systems distribute power: unitary, confederation, and federal. <input type="checkbox"/> b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. <input type="checkbox"/> c. Describe the two predominant forms of democratic governments: parliamentary and presidential. <input type="checkbox"/> SS6CG5: The student will explain the structure of modern European governments. <input type="checkbox"/> a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms. <input type="checkbox"/> b. Describe the purpose of the European Union and the relationship between

member nations.

- SS6E5: The student will analyze different economic systems.
- a. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.
- c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.
- SS6E6: The student will analyze the benefits of and barriers to voluntary trade in Europe.
- b. Explain why international trade requires a system for exchanging currencies between nations.
- SS6E7: The student will describe factors that influence economic growth and examine their presence or absence in Europe.
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.
- SS6H6: The student will analyze the impact of European exploration and colonization on various world regions.
- a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.
- b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.
- d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.
- SS6H7: The student will explain conflict and change in Europe to the 21st century.
- a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.
- b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.
- c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

Essential Question(s):

- What are the major physical features of Europe?
- Where are Europe's most productive oil fields?
- What environmental concerns do countries in Europe face?
- How do the factors of climate, access to water, and natural resources affect where Europeans choose to live and work?
- What are the four climate zones of Russia?
- How does latitude and longitude affect the climate in Europe?
- In which Greek city-state did democracy develop?
- How does the diversity of languages in Europe (German, English, Russian, French, Italian) reflect its unique cultural characteristics?
- What changes did the Black Death bring to Europe?
- What is the relationship between the collapse of the Soviet Union, the reunification of Germany, and the end of the Cold War?
- What forces have helped unify Europeans at different times?
- What factors help make a region an important world economic center?
- Which four regions make up the United Kingdom?
- How are the governments of the United Kingdom and Germany different and how are these governments similar?

- What separates Great Britain from the rest of Europe?
- How has the location of the United Kingdom shaped its history?
- Why is Ireland referred to as the Emerald Isle?
- How has Ireland's economy changed in recent years?
- Why are the United Kingdom, Ireland, and the countries of Europe considered a sub region of Europe?
- How does France's physical geography contribute to its agriculture?
- How has French culture influenced the world?
- How did World War II affect Germany?
- What events led to the reunification of Germany?
- What role does Germany have in the global economy?
- How do the economies of the western and eastern parts of Germany differ?
- How did Portugal benefit from joining the EU?
- Why do most people live in northern Italy rather than southern Italy?
- How has geography affected the way Greeks earn a living?
- Why was it easy for armies to invade Poland?
- What type of economy did Poland have under communist rule? What type of economy does Poland have now? How is decision making different in these two economic systems?
- What do the Baltic, Republics, Belarus, and Poland have in common? How are they different?
- Why did Czechoslovakia split into two countries?
- How does employment in eastern Europe compare to employment in the rest of Europe?
- Why is Kaliningrad important to Russia?
- How did the fall of communism affect the economy of Russia?
- What change in Russia's government lead to the transferring of business from government to individuals?
- What freedoms did the people of Russia gain after the fall of communism?

Assessment Activities:

- Complete the following activities as an Assessment of the information gained in Unit Three of the textbook.
- Vocabulary (4 points each):**
Use the correct vocabulary term to complete the following sentences.
 1. Countries are _____ if they do not border on an ocean or a sea.
 2. Rivers are _____ when they are wide and deep enough for ships to use.
 3. _____ is the system of roads and railroads for transporting materials.
 4. _____ are independent political units that include a city and the surrounding area.
 5. _____ is a political system in which all citizens share in running the government.

6. _____ is sweeping change.
7. An _____ is a group of people with shared ancestry, language, and customs.
8. _____ is the act of being brought back together.
9. _____ is self-rule.
10. _____ are campaigns to break away from the national government and form independent countries.

Multiple Choice (2 points each):

After reading the question/statement, select the correct answer.

11. Why do more people live in northern Italy than southern Italy?
 - a. navigable seas
 - b. mountainous terrain
 - c. industrial technology
 - d. developed manufacturing cities and rich farmland
12. How did Portugal benefit from the European Union (EU)?
 - a. The EU created autonomy.
 - b. The EU created dry farming.
 - c. The EU created subsidies.
 - d. The EU created militants.
13. Why is Poland easy to invade?
 - a. It is a command economy.
 - b. Poland is a largely flat landscape.
 - c. The Poles wanted a better life with political and religious liberties.
 - d. The Polish workers formed solidarity.
14. Why did Czechoslovakia split into two countries?
 - a. to settle ongoing disagreements
 - b. to wage war
 - c. to allow people to live in the cities
 - d. to allow people to live in the mountains
15. In what parts of Russia are incomes lowest?
 - a. eastern and western parts
 - b. northern and southern parts
 - c. southern and central parts
 - d. eastern and southern parts

Short Answer (10 points each):

After reading the question/statement, write a short answer using complete sentences.

16. Write a sentence that tells where the most productive oil fields are located in Europe and who controls them.

17. Describe how Europe's landforms and bodies of water influence where people choose to live.

18. Write a sentence that explains the changes that Black Death brought to Europe.

19. Name the four regions that make up the United Kingdom.

20. Write a sentence that tells how the economies of the western and eastern parts of Germany differ.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

Unit Three Assessment Answer Key

Assessment Activities:

Complete the following activities as an Assessment of the information gained in Unit Three of the textbook.

Vocabulary (4 points each):

Use the correct vocabulary term to complete the following sentences.

1. Countries are **landlocked** if they do not border on an ocean or a sea.
2. Rivers are **navigable** when they are wide and deep enough for ships to use.
3. **Infrastructure** is the system of roads and railroads for transporting materials.
4. **City-states** are independent political units that include a city and the surrounding area.
5. **Democracy** is a political system in which all citizens share in running the government.
6. **Revolution** is sweeping change.
7. An **ethnic group** is a group of people with shared ancestry, language, and customs.
8. **Reunification** is the act of being brought back together.
9. **Autonomy** is self-rule.
10. **Separatist movements** are campaigns to break away from the national government and form independent countries.

Multiple Choice (2 points each):

After reading the question/statement, select the correct answer.

11. Why do more people live in northern Italy than southern Italy?
 - a. navigable seas
 - b. mountainous terrain
 - c. industrial technology
 - d. developed manufacturing cities and rich farmland**
12. How did Portugal benefit from the European Union (EU)?
 - a. The EU created autonomy.
 - b. The EU created dry farming.
 - c. The EU created subsidies.**
 - d. The EU created militants.

13. Why is Poland easy to invade?
- a. It is a command economy.
 - b.** Poland is a largely flat landscape.
 - c. The Poles wanted a better life with political and religious liberties.
 - d. The Polish workers formed solidarity.

14. Why did Czechoslovakia split into two countries?
- a.** to settle ongoing disagreements
 - b. to wage war
 - c. to allow people to live in the cities
 - d. to allow people to live in the mountains

15. In what parts of Russia are incomes lowest?
- a. eastern and western parts
 - b. northern and southern parts
 - c.** southern and central parts
 - d. eastern and southern parts

Short Answer (10 points each):

After reading the question/statement, write a short answer using complete sentences.

16. Write a sentence that tells where the most productive oil fields are located in Europe and who controls them.

The most productive oil fields lie beneath the North Sea in areas controlled by the United Kingdom and Norway.

17. Describe how Europe's landforms and bodies of water influence where people choose to live.

Most of Europe's people choose to live on the plains where rich soil and other natural resources support agriculture and industry.

18. Write a sentence that explains the changes that Black Death brought to Europe.

Black Death killed up to a third of Europeans, created a shortage of labor that helped workers gain higher wages and more freedoms, and helped bring an end to feudalism.

19. Name the four regions that make up the United Kingdom.
England, Scotland, Wales, and Northern Ireland

20. Write a sentence that tells how the economies of the western and eastern parts of Germany differ. (answers vary)

Workers in eastern Germany have less training in technology, therefore the economy in eastern Germany lags behind western Germany.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:16

Instructional Resources:
Glencoe Georgia’s Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Thirteen
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G13: The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia. <input type="checkbox"/> a. Describe how Australia’s location, climate, and natural resources have affected where people live. <input type="checkbox"/> b. Describe how Australia’s location, climate, and natural resources impact trade.
Essential Question(s):
<input type="checkbox"/> How have the location and physical geography of Australia affected its history and development? <input type="checkbox"/> What do Australians call the enormous interior of their country? <input type="checkbox"/> Why is most of Australia dry? <input type="checkbox"/> How do landforms and climate affect where most Australians live? <input type="checkbox"/> Why are some plants and animals in Australia found nowhere else in the world?
Assessment Activities:
<input type="checkbox"/> Complete Foldables activity on page 339 in textbook. <input type="checkbox"/> Read pages 340-343 in textbook. <input type="checkbox"/> Complete Reading Check questions on pages 342 and 343 in textbook. <input type="checkbox"/> Create a chart that names Australia’s land, climate, and resources . <input type="checkbox"/> Write a few sentences that explain why the majority of the population of Australia lives in the eastern and southern coastal plains . <input type="checkbox"/> Write an essay that explains how Australia’s relation with other countries changed in the 1900s . <input type="checkbox"/> Complete questions 4 and 5 of Section One Review on page 343 in textbook.
Evaluation:
Complete Assessment Activities with 80% accuracy.
Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:17

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Fourteen
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6CG6: The student will compare and contrast various forms of government. <input type="checkbox"/> a. Describe the ways government systems distribute power: unitary, confederation, and federal. <input type="checkbox"/> b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. <input type="checkbox"/> c. Describe the two predominate forms of democratic governments: parliamentary and presidential. <input type="checkbox"/> SS6CG7: The student will explain the structure of the national government of Australia. <input type="checkbox"/> a. 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. <input type="checkbox"/> SS6E9: The student will give examples of how voluntary trade benefits buyers and sellers in Australia. <input type="checkbox"/> a. Explain how specialization makes trade possible between countries. <input type="checkbox"/> SS6H6: The student will analyze the impact of European exploration and colonization on various world regions. <input type="checkbox"/> a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator. <input type="checkbox"/> c. Trace the colonization of Australia by the United Kingdom. <input type="checkbox"/> d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI. <input type="checkbox"/> SS6H8: The student will describe the culture and development of Australia prior to contact with Europeans. <input type="checkbox"/> a. Describe the origins and culture of the Aborigines. <input type="checkbox"/> SS6H9: The student will explain the impact European exploration and colonization had on Australia. <input type="checkbox"/> a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists. <input type="checkbox"/> b. Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia.
Essential Question(s):
<input type="checkbox"/> From where did Australia's first settlers arrive over 40,000 years ago? <input type="checkbox"/> In what type of setting did the early Aborigines live? <input type="checkbox"/> Why did Australia's population quickly increase beginning in 1951?

- How is Australia's government similar to Canada's?
- What is the law-making body of Australia?
- Why were the early explorers from the west hesitant to settle Australia?

Assessment Activities:

- Read pages 346-350 in textbook.
- Complete **Reading Check** questions on pages 349 and 350 in textbook.
- Complete **Vocabulary question** on page 350 in textbook.
- Complete **Reteaching Activity** on page 51.
- Complete **Main Ideas questions** on page 350 in textbook.
- Complete **Geography and History Activity** on pages 9-10.
- Complete **Critical Thinking questions** on page 350 in textbook.
- Complete **Primary Source Reading A** on pages 25-26.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:18

Instructional Resources:
Glencoe Georgia’s Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Fifteen
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G13: The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia. <input type="checkbox"/> a. Describe how Australia’s location, climate, and natural resources have affected where people live. <input type="checkbox"/> SS6G14: The student will describe the cultural characteristics of people who live in Australia. <input type="checkbox"/> a. Explain the impact of English colonization on the language and religion of Australia. <input type="checkbox"/> b. Evaluate how the literacy rate affects the standard of living. <input type="checkbox"/> SS6E8: The student will analyze different economic systems. <input type="checkbox"/> c. Describe the economic system used in Australia. <input type="checkbox"/> SS6H8: The student will describe the culture and development of Australia prior to contact with Europeans. <input type="checkbox"/> a. Describe the origins and culture of the Aborigines.
Essential Question(s):
<input type="checkbox"/> What percentage of Australia’s citizens are European descendants? <input type="checkbox"/> Why do most Australians live along the coasts? <input type="checkbox"/> Why are most Australians Christians?
Assessment Activities:
<input type="checkbox"/> Complete Foldables activity on page 355 in textbook. <input type="checkbox"/> Read pages 356-360 in textbook. <input type="checkbox"/> Complete Reading Check questions on pages 359 and 360 in textbook. <input type="checkbox"/> Write a sentence for each of the following words: bush, outback, and station . Be sure to use each word correctly. <input type="checkbox"/> Complete Guided Reading Activity 1 on page 57. <input type="checkbox"/> Label the major Australian cities on a map . <input type="checkbox"/> Complete Content Vocabulary Activity on page 59. <input type="checkbox"/> Write a paragraph that explains the population density in the bush . <input type="checkbox"/> Complete Critical Thinking Skills Activity on pages 67-68. <input type="checkbox"/> Complete questions 4 and 5 of Section One Review on page 360 in textbook.
Evaluation:
Complete Assessment Activities with 80% accuracy.
Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:19

Instructional Resources:
Glencoe Georgia’s Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Sixteen
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G13: The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia. <input type="checkbox"/> b. Describe how Australia’s location, climate, and natural resources impact trade. <input type="checkbox"/> SS6G14: The student will describe the cultural characteristics of people who live in Australia. <input type="checkbox"/> b. Evaluate how the literacy rate affects the standard of living. <input type="checkbox"/> SS6E8: The student will analyze different economic systems. <input type="checkbox"/> b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command. <input type="checkbox"/> c. Describe the economic system used in Australia. <input type="checkbox"/> SS6E9: The student will give examples of how voluntary trade benefits buyers and sellers in Australia. <input type="checkbox"/> a. Explain how specialization makes trade possible between countries. <input type="checkbox"/> SS6E10: The student will describe factors that influence economic growth and examine their presence or absence in Australia. <input type="checkbox"/> a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP). <input type="checkbox"/> c. Describe the role of natural resources in a country’s economy.
Essential Question(s):
<input type="checkbox"/> What type of economy does Australia have? <input type="checkbox"/> What affect will the mining industry have on Australia’s future economic growth? <input type="checkbox"/> How do cattle and sheep farmers contribute to Australia’s economic growth?
Assessment Activities:
<input type="checkbox"/> Read pages 366-368 in textbook. <input type="checkbox"/> Complete Reading Check questions on pages 367 and 368 in textbook. <input type="checkbox"/> Complete Vocabulary question on page 368 in textbook. <input type="checkbox"/> Complete Main Ideas questions on page 368 in textbook. <input type="checkbox"/> Complete Critical Thinking questions on page 368 in textbook.
Evaluation:
Complete Assessment Activities with 80% accuracy.
Assessment Activities Legend: Purple 1; Green 2; Red 3

**Georgia Department of Juvenile Justice
Office Of Education Formative Assessment
Curriculum Assessment Packet (CAP)**

Course Title: Sixth Grade Social Studies
State Code: 45.0070020

Ga DJJ
CAP:20

Instructional Resources:
Glencoe Georgia's Exploring Our World People, Places, and Cultures (Latin America and Canada, Europe, & Australia)
Units of Instruction /Task:
<input type="checkbox"/> Tasks Thirteen through Sixteen Assessment
Georgia Performance Standard (s) and Element (s):
<input type="checkbox"/> SS6G13: The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia. <input type="checkbox"/> a. Describe how Australia's location, climate, and natural resources have affected where people live. <input type="checkbox"/> b. Describe how Australia's location, climate, and natural resources impact trade. <input type="checkbox"/> SS6CG6: The student will compare and contrast various forms of government. <input type="checkbox"/> a. Describe the ways government systems distribute power: unitary, confederation, and federal. <input type="checkbox"/> b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. <input type="checkbox"/> c. Describe the two predominate forms of democratic governments: parliamentary and presidential. <input type="checkbox"/> SS6CG7: The student will explain the structure of the national government of Australia. <input type="checkbox"/> a. 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. <input type="checkbox"/> SS6E9: The student will give examples of how voluntary trade benefits buyers and sellers in Australia. <input type="checkbox"/> a. Explain how specialization makes trade possible between countries. <input type="checkbox"/> SS6H6: The student will analyze the impact of European exploration and colonization on various world regions. <input type="checkbox"/> a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator. <input type="checkbox"/> c. Trace the colonization of Australia by the United Kingdom. <input type="checkbox"/> d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI. <input type="checkbox"/> SS6H8: The student will describe the culture and development of Australia prior to contact with Europeans. <input type="checkbox"/> a. Describe the origins and culture of the Aborigines. <input type="checkbox"/> SS6H9: The student will explain the impact European exploration and colonization had on Australia. <input type="checkbox"/> a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists. <input type="checkbox"/> b. Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia. <input type="checkbox"/> SS6G14: The student will describe the cultural characteristics of people who live

in Australia.

- a. Explain the impact of English colonization on the language and religion of Australia.
- b. Evaluate how the literacy rate affects the standard of living.
- SS6E8: The student will analyze different economic systems.
- b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.
- c. Describe the economic system used in Australia.
- SS6E10: The student will describe factors that influence economic growth and examine their presence or absence in Australia.
- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.

Essential Question(s):

- How have the location and physical geography of Australia affected its history and development?
- What do Australians call the enormous interior of their country?
- Why is most of Australia dry?
- How do landforms and climate affect where most Australians live?
- Why are some plants and animals in Australia found nowhere else in the world?
- From where did Australia's first settlers arrive over 40,000 years ago?
- In what type of setting did the early Aborigines live?
- Why did Australia's population quickly increase beginning in 1951?
- How is Australia's government similar to Canada's?
- What is the law-making body of Australia?
- Why were the early explorers from the west hesitant to settle Australia?
- What percentage of Australia's citizens are European descendants?
- Why do most Australians live along the coasts?
- Why are most Australians Christians?
- What type of economy does Australia have?
- What affect will the mining industry have on Australia's future economic growth?
- How do cattle and sheep farmers contribute to Australia's economic growth?

Assessment Activities:

- Complete the following activities as an Assessment of the information gained in Unit Four of the textbook.
- Vocabulary (4 points each):**
Use the correct vocabulary term to complete the following sentences.
 1. The _____ is vast area of plains and plateaus that is mostly flat and dry.
 2. _____ are mammals that carry their young in a pouch.
 3. _____ are large groups of people with shared ancestors.
 4. The right to vote is _____.
 5. The _____ is a rural area in Australia.
 6. A _____ is a legal action in court intended to address a problem.

7. Resources can be _____ or removed from the earth.
8. _____ are grasses and other plants that are ideal feed for grazing animals.
9. _____ are living areas.
10. A _____ is a breed of sheep known for its fine wool.

Multiple Choice (2 points each):

After reading the question/statement, select the correct answer.

11. From where did Australia's first settlers arrive?
- Southeast Asia
 - North Africa
 - Northwest Asia
 - South Africa
12. Why is Christianity dominant in Australia?
- More than 75 percent are of African descent.
 - More than 80 percent are of European descent.
 - More than 90 percent are of African descent.
 - More than 90 percent are of European descent.
13. What type of economy has most businesses that are privately owned but regulated by the government?
- mixed
 - traditional
 - command
 - market
14. Why is the mining industry expected to contribute to Australia's future economic growth?
- Australia has technology that other countries need.
 - Australia has minerals and energy resources that other countries need.
 - Australia has technology natural resources that other countries need.
 - Australia has transportation routes that other countries need.
15. What is Australia's main agricultural activity?
- horses and cattle
 - sheep and chickens
 - cattle and sheep
 - cattle and lamb

Short Answer (10 points each):

After reading the question/statement, write a short answer using complete sentences.

16. Write a sentence that explains how landforms and climate affect where most Australians live.

17. Write a sentence that tells why the region of Australia has unique types of animals.

18. List three European influences reflected in the lifestyles of the people of Australia.

19. Write a sentence that tells the economic activities pose challenges to the environment of Australia.

20. Write a sentence that describes how Australia's trading partners have changed over the years.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3

Unit Four Assessment Answer Key

Assessment Activities:

- Complete the following activities as an Assessment of the information gained in Unit Four of the textbook.

Vocabulary (4 points each):

Use the correct vocabulary term to complete the following sentences.

1. The **outback** is vast area of plains and plateaus that is mostly flat and dry.
2. **Marsupials** are mammals that carry their young in a pouch.
3. **Clans** are large groups of people with shared ancestors.
4. The right to vote is **suffrage**.
5. The **bush** is a rural area in Australia.
6. A **lawsuit** is a legal action in court intended to address a problem.
7. Resources can be **extracted** or removed from the earth.
8. **Pastures** are grasses and other plants that are ideal feed for grazing animals.
9. **Habitats** are living areas.
10. A **merinos** is a breed of sheep known for its fine wool.

Multiple Choice (2 points each):

After reading the question/statement, select the correct answer.

11. From where did Australia's first settlers arrive?
 - a. Southeast Asia
 - b. North Africa
 - c. Northwest Asia
 - d. South Africa
12. Why is Christianity dominant in Australia?
 - a. More than 75 percent are of African descent.
 - b. More than 80 percent are of European descent.
 - c. More than 90 percent are of African descent.
 - d. More than 90 percent are of European descent.

13. What type of economy has most businesses that are privately owned but regulated by the government?

- a. mixed
- b. traditional
- c. command
- d. market

14. Why is the mining industry expected to contribute to Australia's future economic growth?

- a. Australia has technology that other countries need.
- b. Australia has minerals and energy resources that other countries need.
- c. Australia has technology natural resources that other countries need.
- d. Australia has transportation routes that other countries need.

15. What is Australia's main agricultural activity?

- a. horses and cattle
- b. sheep and chickens
- c. cattle and sheep
- d. cattle and lamb

Short Answer (10 points each):

After reading the question/statement, write a short answer using complete sentences.

16. Write a sentence that explains how landforms and climate affect where most Australians live.

Most Australians live along the southern and southeastern coasts where the climate is less harsh and there is good farmland.

17. Write a sentence that tells why the region of Australia has unique types of animals.

Australia has long been isolated from the rest of the world, therefore it has unique animals.

18. List three European influences reflected in the lifestyles of the people of Australia.

People speak English.
People live in nuclear families.
People play sports originally from Britain.

19. Write a sentence that tells the economic activities pose challenges to the environment of Australia.

Overgrazing, burning coal for energy, and mining operations have created environmental problems for Australia.

20. Write a sentence that describes how Australia's trading partners have changed over the years.

Australia trades more with Asian countries and less with the United Kingdom.

Evaluation:

Complete Assessment Activities with 80% accuracy.

Assessment Activities Legend: Purple 1; Green 2; Red 3