

**Course Description**

In sixth grade Social Studies students will gain a solid foundation of:

- a) continuity and change in the history of the world.
- b) principles and processes shaping governing systems around the world.
- c) economic concepts
- d) the major elements of geographical study and analysis in relationship to change in society and environment.
- e) relationships of the individual and groups to institutions and society.
- f) the use of tools of social science inquiry.

**Scope and Sequence**

Timeframe	Unit	Instructional Topics
6 Week(s)	Geography Overview	1. Physical Geography 2. Latitude and Longitude/Scale/Parts of a Map 3. Seasons 4. Landforms 5. Climate and climate zones 6. The Fifty States
6 Week(s)	North and Central America	1. United States Geography 2. Canada 3. Mexico, Central America, and the Caribbean
6 Week(s)	South America	1. Brazil, Argentina, Uruguay, Paraguay, Venezuela, The Guianas 2. Colombia, Peru, Ecuador, Bolivia, Chile,
6 Week(s)	Europe	1. Europe in the Modern Era 2. Western Europe 3. Eastern Europe 4. Russia and the Eurasian Republics
6 Week(s)	Asia	1. Southwest Asia and Judaism, Christianity, and Islam 2. South Asia 3. China, Japan and the Koreas 4. Southeast Asia
6 Week(s)	Africa	

**Prerequisites**

None

**Course Instructional Resources/Textbook**

Textbook, Chromebook, various outside readings.

**Course Details**

**UNIT: Geography Overview** -- 6 Week(s)

**Unit Description**

Unit 1 will introduce the geographic concepts necessary for a basic understanding of the world around us. We will focus on the study of physical geography, economics, government, and culture of specific regions around the world. We will also learn the states and regions of the United States.

**Enduring Understandings/Essential Learner Outcomes**

The student will explain how forces of nature impact historic and current conflicts and cooperation.

The student will describe how physical processes shape the environment of a place.

The student will describe a variety of ecosystems and explain where they may be found.

The student will analyze material culture to explain a people's perspective and use of place.

The student will create and use historical maps and timelines in order to represent continuity and change within and among regions over time.

The student will locate major landforms.

**Academic Vocabulary**

A.D., B.C., B.C.E., C.E., latitude and longitude, scale, Prime Meridian, Equator, International Date Line, Tropic of Cancer, Tropic of Capricorn, climate, weather, climate zones, culture, region, absolute location, relative location, cardinal directions, intermediate directions, map key, scale, map symbols, hemisphere, climate, weather, deforestation, climate zones (humid tropical, tropical savanna, desert, steppe, Mediterranean, humid subtropical, marine west coast, humid continental

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**TOPIC: Physical Geography** -- 4 Day(s)

**Description**

Students will gain an understanding of the science part of geography We will begin by distinguishing between the tools geographers use and proceed toward learning about Earth in relation to Space as well as the forces shaping Earth's surface.

**Academic Vocabulary (What terms will students need to know?)**

Latitude, longitude, equator, Tropic of Cancer, Tropic of Capricorn, region, absolute location, relative location, cardinal directions, intermediate directions, map key, scale, map symbols, hemisphere, climate, weather, deforestation, climate zones (humid tropical, tropical savanna, desert, steppe, Mediterranean, humid subtropical, marine west coast, humid continental

**Learning Targets**

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**TOPIC: Latitude and Longitude/Scale/Parts of a Map** -- 1 Day(s)

**Description**

The student will be able to set up lines of latitude and longitude and plot them accordingly. The student will be able to locate places using absolute location. The student will also determine distance on a map accurately.

**Academic Vocabulary (What terms will students need to know?)**

coordinates, latitude, longitude, degree, absolute location, relative location, prime meridian, equator, Tropic of Cancer, Tropic of Capricorn, scale, scale bar

**Learning Targets**

I can locate major cities of the world using absolute location.  
I can determine the distance between cities by using the map scale.

**Assessment:** Performance

DT.AH.6-8.T1S3.A

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**TOPIC: Seasons** -- 1 Day(s)

**Description**

The student will determine why the seasons change and how it affects life in various parts of the world.

**Academic Vocabulary (What terms will students need to know?)**

tropic of cancer, tropic of capricorn, equator, axis, solstice, equinox, revolution, rotation Northern Hemisphere, Southern Hemisphere

**Learning Targets**

I can describe how and why the seasons change and determine its impact on the world.

**Assessment:** Performance

KCU.GEOG.6-8.T2S3.A

**TOPIC: Landforms** -- 2 Day(s)

**Description**

The student will determine the different land forms of the world.

**Academic Vocabulary (What terms will students need to know?)**

plateau, landform, peninsula, strait, plain, isthmus,  
island continental shelf, trench, channel delta

**Learning Targets**

The student will define and differentiate between state and region.

The student will identify the 50 states on a map.

The student will identify regions in the United States.

KCU.GEOG.6-  
8.T2S1.B

**TOPIC: Climate and climate zones** -- 7 Day(s)

**Description**

The student will classify the different climate zones.

The student will determine the causes of climate change and investigate how it has happened throughout history.

**Academic Vocabulary (What terms will students need to know?)**

climate, weather, Tropics,  
drought greenhouse effect, savanna, marine west coast climate, Mediterranean climate, humid continental climate, subarctic,  
tundra, steppe, acid rain, deforestation,

**Learning Targets**

I can describe the different climate and climate zones of the world and determine how they affect the world's ecosystems.

KCU.GEOG.6-  
8.T2S3.B

**TOPIC: The Fifty States** -- 3 Week(s)

**Description**

The students will be required to know the location of the fifty states.

**Academic Vocabulary (What terms will students need to know?)**

contiguous, region, border

**Learning Targets**

The student will define and differentiate between state and region.

The student will identify the 50 states on a map.

The student will identify regions in the United States.

**Assessment:** Class Response System

DT.GEOG.6-  
8.T1S3.C

**UNIT: North and Central America** -- 6 Week(s)

**Unit Description**

During this unit, students will immerse themselves in to the cultures of North, and Central America. We begin our study of these regions by determining how physical geography shapes the way people live. We then will briefly study the rich history of these areas and then focus on each regions culture and how it has influenced the choices people make. Of course, no study of geography would be complete without being able to locate countries, capitals, and landforms of the area.

**Enduring Understandings/Essential Learner Outcomes**

The student will explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.(T2S1A)

The student will explain how forces of nature impact historic and current conflicts.(T2S1B)

The student will evaluate the impact of human settlement activities on the environment.(T2S1B)

While using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on

individuals, groups and institutions. (T2S2B)

The student will draw conclusions about how laws impact the development of a place. (T2S2B)

The student will analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.(T1S3B)

**Academic Vocabulary**

Appalachian Mountains, Great Lakes, Mississippi River, tributary, Rocky Mountains, continental divide, megalopolis, Washington DC, terrorism, St Lawrence River, Niagara Falls, Canadian Shield, Grand Banks, pulp, newsprint, province, regionalism, maritime, Rio Bravo (Rio Grande), Baja California, Gulf of Mexico, Yucatan Peninsula, Sierra Madre, empire, mestizos, missions, haciendas, inflation, slash and burn agriculture, cash crop, Mexico City, smog, isthmus, Caribbean Sea, archipelago, Greater Antilles, Lesser Antilles, cloud forest,

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**TOPIC: United States Geography** -- 4 Week(s)

**Description**

The student will locate the landforms, regions, states, and capitals of the United States..

The student will differentiate between the regions of the United States.

The student will analyze the culture of the United States.

**Academic Vocabulary (What terms will students need to know?)**

contiguous, Continental Divide, Coral Reef,

"Nevada", megalopolis democracy, republic, representative democracy, capitalism, free trade, NAFTA,

**Learning Targets**

I can locate the regions, states, and capitals of the United States.

DT.GEOG.6-  
8.T1S3.C

I can locate the major landforms of the United States.

DT.AH.6-8.T1S3.C

I can evaluate how the United States makes economic decisions to determine the benefits and costs to US society.

DT.GEOG.6-  
8.T1S4.A

I can differentiate the cultures of the regions of the US and describe how they each make the US a unique country,

DT.GEOG.6-  
8.T1S5.B

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**TOPIC: Canada** -- 5 Day(s)

**Description**

The student will learn the geography of Canada and the location of its major landforms, provinces, and cities.

**Academic Vocabulary (What terms will students need to know?)**

Canadian Shield, pulp, newsprint, province, maritime, regionalism, glacier, tundra, prairie, cordillera, prime minister, parliamentary democracy, bilingual.

**Learning Targets**

I can evaluate the problems facing the First People of Canada and draw conclusions on the effectiveness of the Canadian governments' solution in dealing with them.

**Assessment:** Class Response System

DT.GEOG.6-  
8.T1S1.B

I can locate the landforms, provinces, and major cities of Canada.

DT.GEOG.6-  
8.T1S3.E

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**TOPIC: Colombia, Peru, Ecuador, Bolivia, Chile, -- 3 Week(s)**

**Description**

The student will demonstrate basic knowledge over the geography, cultures, and economies of Colombia, Peru, Ecuador,

**Learning Targets**

**UNIT: South America -- 6 Week(s)**

**Unit Description**

During this unit, students will immerse themselves in the rich culture and geography of South America. We will learn the major land forms, as well as the countries and major cities of our neighbor to the south. We will also compare the governments, economies, and histories of these countries with the United States. We will also investigate modern problems facing these countries today.

**Enduring Understandings/Essential Learner Outcomes**

The student will explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.(T2S1A)

The student will explain how forces of nature impact historic and current conflicts.(T2S1B)

The student will evaluate the impact of human settlement activities on the environment.(T2S1B)

While using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups and institutions. (T2S2B)

The student will draw conclusions about how laws impact the development of a place. (T2S2B)

The student will analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.(T1S3B)

**Academic Vocabulary**

basin, selva, escarpment, favela, deforestation, pampas, estancia, gaucho, hydroelectric power, llanos, caudillio, cash crop,

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**TOPIC: Brazil, Argentina, Uruguay, Paraguay, Venezuela, The Guianas -- 3 Week(s)**

**Description**

The student will demonstrate a knowledge of the cultures, geography, and economies of Brazil,Argentina, Uruguay, Paraguay, Venezuela, and the Guianas.

**Academic Vocabulary (What terms will students need to know?)**

basin, selva, escarpment, favela, deforestation, pampas, estancia, gaucho, hydroelectric power, llanos, caudillio, cash crop,

**Learning Targets**

I can identify the physical and human characteristics of at least two different regions.

I can analyze how the physical and human characteristics of current world regions are connected to a changing identity and culture.

**Assessment:** Class Response System  
Class Response System

DT.GEOG.6-  
8.T1S1.A

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**TOPIC: Eastern Europe** -- 2 Week(s)

**Description**

In Eastern Europe, students will investigate its history from being under communist rule to its freedom from communism and how it is trying to catch up with its western counterparts. Also, students will locate correctly the countries, major cities and land

**Learning Targets**

I can define and describe human characteristics, contemporary regions, and historic regions.

**Assessment:** Class Response System

DT.GOV.9-  
12.T1S5.C

**UNIT: Europe** -- 6 Week(s)

**Unit Description**

Students will gain a better understanding of the geography of Europe and how it has shaped the continent. Beginning with the the Cold War, students will understand the processes that Europe went through to become a united continent. We will analyze the culture of each country and compare it with the United States. We will also locate the major land forms, countries, and cities of Europe.

**Enduring Understandings/Essential Learner Outcomes**

The student will explain how regions change over time.

The student will compare and contrast the human characteristics within and among contemporary and historic regions over time.

The student will locate the major nations of the world.

The student will locate major landforms of the world.

**Academic Vocabulary**

Truman Doctrine, NATO, Marshall Plan, Warsaw Pact, COMECON, Berlin Airlift, Berlin Wall, constitutional monarchy, parliamentary democracy, federal republic, republic, moors, polders, acid rain Cold War,

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**TOPIC: Europe in the Modern Era** -- 1 Week(s)

**Description**

Europe in the Modern Era will examine the time period between 1918 and the present. Students will analyze the events that shaped Europe during WW1, WW2, the Holocaust, Cold War, and determine how it has impacted Europe today.

**Academic Vocabulary (What terms will students need to know?)**

Imperialism, Communism, Holocaust, genocide, Cold War, nuclear weapons, deterrence, satellite nation, blockade, airlift, European Union, NATO, euro, COMECON, Marshall Plan, Warsaw Pact

**Learning Targets**

I can create a map of Europe before the Cold War and after and describe how Europe changed over time.

**Assessment:** Performance

DT.GEOG.6-  
8.T1S1.A

**TOPIC: Western Europe** -- 2 Week(s)

**Description**

Students will examine the geography and cultures of Western European countries. Students will also compare and contrast the cultures of each Western European country to that of the United States.

**Academic Vocabulary (What terms will students need to know?)**

moor, constitutional monarchy, multinational company, multilingual, polder, autobahn, federal republic, reunification, neutrality, fjord, welfare state, geothermal energy, dry farming sirocco, coalition government,

**Learning Targets**

DT.GEOG.6-  
8.T1S5.B

**TOPIC: Eastern Europe** -- 2 Week(s)

**Description**

In Eastern Europe, students will investigate its history from being under communist rule to its freedom from communism and how it is trying to catch up with its western counterparts. Also, students will locate correctly the countries, major cities and land forms of Eastern Europe.

**Academic Vocabulary (What terms will students need to know?)**

- landlocked, privatize, ethnic cleansing, refugee, steppe, potash

**Learning Targets**

I can analyze the governmental systems of Eastern Europe and determine the effects on individuals, groups, and institutions.

**Assessment:** Class Response System

KCU.GEOG.6-  
8.T2S2.A

I can locate the countries, land forms, and cities of Eastern Europe.

**Assessment:** Common Assessment

DT.GEOG.6-  
8.T1S3.E

**TOPIC: Russia and the Eurasian Republics** -- 1 Week(s)

**Description**

Students will get a glimpse into Russia and its republics and how they have struggled to become more democratic. They will also locate major land forms and cities as well.

**Academic Vocabulary (What terms will students need to know?)**

Free Market economy, heavy industry, light industry, nuclear energy, life expectancy, fault, cash crop, oasis, elevation,

**Learning Targets**

I can draw conclusions about how the government of Russia has affected the Russian Republics.

**Assessment:** Classroom Observation

KCU.GEOG.6-  
8.T2S2.B

KCU.GEOG.6-  
8.T2S2.B

**UNIT: Asia** -- 6 Week(s)

**Unit Description**

During this unit, students will immerse themselves in the geography, history, and culture of Asia. Students will gain a better understanding of why this continent is at the forefront of major world events.

**Enduring Understandings/Essential Learner Outcomes**

The student will explain how regions change over time.

The student will compare and contrast the human characteristics within and among contemporary and historic regions over time.

The student will locate the major nations of the world.

The student will locate major land forms of the world.

**Academic Vocabulary**

monotheism, polytheism, hajj, covenant, five pillars of faith, migrate, bedouins, kibbutz, moshav, wadi, desalinization, alluvial plain, embargo, shah, Islamic Republic, subcontinent, monsoon, green revolution, jute, pesticide, caste, reincarnation, yurt, tsunami, intensive cultivation, socialism,

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**TOPIC: Southwest Asia and Judaism, Christianity, and Islam** -- 1 Week(s)

**Description**

Students will gain an insight into the basic beliefs of the world's three monotheistic religions. They will also understand the culture and geography of the Middle East region of Asia.

**Academic Vocabulary (What terms will students need to know?)**

hajj, Islamic republic, moshav, kibbutz, bedouins, wadi, dssalinization, caliph, OPEC, embargo, shah,

**Learning Targets**

I can analyze the religion and belief systems of Southwest Asia and determine its impact on people, groups, and cultures.

**Assessment:** Class Response System

KCU.GEOG.6-  
8.T2S5.D

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**TOPIC: South Asia** -- 2 Week(s)

**Description**

The student will explore the geography, culture, and history of India and her neighbors. We will analyze the diverse geography of India as well as its role in being the birthplace of Hinduism and Buddhism.

**Academic Vocabulary (What terms will students need to know?)**

subcontinent, monsoons, caste, reincarnation, tributary, delta, cyclone, atoll, lagoon, Hinduism, Buddhism

**Learning Targets**

I can analyze the relationship between the physical environment and cultural traditions and determine their impact on individuals, groups, and institutions.

**Assessment:** Performance

KCU.GEOG.6-  
8.T2S5.C

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**TOPIC: China, Japan and the Koreas** -- 2 Week(s)

**Description**

Students will learn the diverse geography of China, Japan, and the Koreas and analyze the cultures of each. Students will also analyze the economies and governments of each.

**Academic Vocabulary (What terms will students need to know?)**

Human rights, communism, free market, high tech industry, intensive cultivation, parallel, famine

**Learning Targets**

I can describe how physical processes shape the environment of a place.

**Assessment:** Class Response System

KCU.GEOG.6-  
8.T2S3.A



## 6-Social Studies (2016)

Wright City R-II  
Social Studies  
Grade 6, Duration 1 Year, 1 Credit  
Required Course

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### TOPIC:

#### Learning Targets

I can evaluate the impact of human settlement activities on the cultures and environment of Southeast Asia.

**Assessment:** Common Assessment

KCU.GEOG.6-  
8.T2S1.C

**UNIT: Africa** -- 6 Week(s)