KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Grade 6 Geography Curriculum

Last Updated June 2021 by Jennifer O'Neil

Course Description: Course Description: The goal of sixth grade social studies is to help students develop a better understanding of the world that surrounds them. Major emphasis for the course is placed on world geography and map skills, developing an understanding of different cultures and societies, the history and culture of various regions, and relating to international current events. Areas of study include Asia, Africa, Europe, and Australia.

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Unit #	***Title***	***# of Weeks***	***Month***
1	*Map Skills and Climate Regions*	*7-8 Weeks*	*August-October*
2	*The Middle East Region*	*7-8 Weeks*	*October - December*
3	*Europe*	*8 Weeks*	*January-February*
4	*Australia and Oceania*	*5-6 Weeks*	*February-March*
5	*Latin America*	*4-5 Weeks*	*March-April*
6	*U.S. Presidential Election Process*	*2 Weeks*	*April*
7	*Current Events*	*Ongoing*	*May-June*

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Unit #/Title	1/Map Skills and Climate Regions - *Location*	Time Frame	7-8 Weeks

Stage 1 - Identify Desired Results

Standards

GEOGRAPHY THEME – Location – the absolute and relative position of a place on the Earth's surface
7.1.6 Basic Geographic Literacy: Describe how geographic tools are used to organize and interpret information about people, places and environment; Describe and locate places and regions as defined by physical and human features.
7.2.6 The physical characteristics of places and regions: Describe the physical characteristics of places and regions; Describe the physical processes that shape patterns on the Earth's surfaces.
CC8.5.6-8B Determine the central ideas or information of a primary source; provide an accurate summary of the source distinct from prior knowledge or opinion.
CC8.5.6-8D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to social studies.
CC8.5.6-8G Integrate visual information (e.g. in charts, graphs, photos, videos, or maps) with other information in print and digital texts.

Big Ideas	Essential Questions
• Determining location is an important first step to understanding all of the other characteristics of a place. • It is important to be able to distinguish between the many types of maps and map projections and determine their usefulness in different contexts.	• How does location on Earth affect climate? • How does climate determine where/how people live?
Content	**Skills**
• The challenges of creating a "flat picture of a round object," and that there are many ways to represent all or part of the Earth • Different kinds of maps • 12 major climate zones and their characteristics	• Accurately label the oceans and continents on the world map (mastery by the end of the year) • Distinguish between different kinds of maps, and identify their purpose • Find latitude and longitude (mastery takes most of the year) • Compute map scale distances • Identify location based on clues regarding climate, ocean currents, hemisphere, etc. • Identify the major climate zone classifications on the Earth

Unit #/Title	2/The Middle East - *Region*	Time Frame	7-8 Weeks

Stage 1 - Identify Desired Results

Standards

GEOGRAPHY THEME – Region – How an area displays unity in terms of physical and human characteristics
7.2A Describe the physical characteristics of places and regions.
7.3A Describe the human characteristics of places and regions.
5.4A Identify how countries have varying interests.
5.4B Explain the difference between allies and adversaries.
8.1B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
6.2A Describe the interaction of consumers and producers of goods and services in the state/national economy.
6.4B Explain how trade affects standards of living.
CC8.5.6-8A Cite specific textual evidence to support analysis of primary and secondary sources.
CC8.5.6-8B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC8.5.6-8D Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC8.6.6-8B Write informative/explanatory texts.
CC8.6.6-8C Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
CC8.6.6-8D With some guidance from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
CC8.6.6-8F Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions.
CC8.6.6-8H Draw evidence from informational texts to support analysis, reflection, and research.
CC8.6.6-8I Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
• The term "region" can be distinct from "continent" and "country." • Islam is a major world religion, and its history is intermingled with Judaism and Christianity. • One cannot judge a people based upon their religion; stereotyping often leads to misunderstandings.	• What makes the Middle East a "region"? • Why is there so much fighting/violence in the Middle East?
Content	**Skills**
• Geography of the Middle East region, including countries, capitals, major bodies of water • Similarities and differences between the three major religions covered in this unit • History of conflict in this region • What makes the Middle East a "region"	• Identify latitude and longitude, as well as major locations on the Middle East map • Articulate some similarities and differences between the three major religions covered in this unit • Complete closed (teacher provided) research project • Utilize the writing process • Orally present research findings, using appropriate eye contact, adequate volume, and clear pronunciation; utilize multimedia to enhance a presentation.

Unit #/Title	3/Europe - *Movement*	Time Frame	8 Weeks

Stage 1 - Identify Desired Results

Standards

GEOGRAPHY THEME – Movement – How people, ideas and materials move between and among locations
7.1B Describe and locate places and regions as defined by physical and human features.
7.2A Describe the physical characteristics of places and regions.
7.3A Describe the human characteristics of places and regions.
5.4 A Identify how countries have varying interests.
8.1A Explain continuity and change over time using sequential order and context of events.
8.1B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
8.4A Explain the social, political, cultural and economic contributions of individuals and groups to world history.
6.3D Explain the benefits of international trade.
6.4D Explain how transportation, communication networks and technology contribute to economic interdependence.
6.5 A Describe how the availability of goods and services is made possible by the work of members of the society.
CC8.5.6-8B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.
CC8.5.6-8D Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC8.5.6-8G Integrate visual information with other information in print and digital texts.
CC8.5.6-8H Distinguish among fact, opinion, and reasoned judgment in a text.
CC8.6.6-8A Write arguments focused on discipline-specific content.
CC8.6.6-8C Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
CC8.6.6-8D With guidance and support from peers and adults, develop and strengthen writing.
CC8.6.6-8F Conduct short research projects, drawing on several sources and generating additional related, focused questions.
CC8.6.6-8G Gather relevant information from multiple sources and quote or paraphrase while avoiding plagiarism.
CC8.6.6-8I Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences.

Big Ideas

- People move for the purpose of exchanging ideas, information, and products.
- As Americans, we have a very Euro-centric perspective of history.

Essential Questions

- Why (and how) did people in Europe during the Renaissance make contact with people in other places in the world and share ideas, information, and products?

Content

- Maps of the same location may vary based upon when they are published.
- General knowledge about the geography of Europe, including countries, capitals, major bodies of water
- Big picture timeline of European history: Ancient Greece, Ancient Rome, Middle Ages, Renaissance
- Renaissance Period as a period of major growth in the areas of science, exploration, art and humanism

Skills

- Identify reliable internet resources
- Cite sources correctly
- Synthesize information from various sources
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons & evidence logically.
- Draft, revise, self- and peer-edit

Unit #/Title	4/Australia and Oceania - *Human Environment Interaction*	Time Frame	5-6 Weeks

Stage 1 - Identify Desired Results

Standards

GEOGRAPHY THEME – Human/Environment Interactions – How humans modify and adapt to natural things
7.1B Describe and locate places and regions as defined by physical and human features.
7.2A Describe the physical characteristics of places and regions.
7.3A Describe the human characteristics of places and regions.
7.4A Describe and explain the effects of physical systems on people within regions.
7.4B Describe and explain the impacts of people on physical systems.
5.4A Identify how countries have varying interests.
8.1A Explain continuity and change over time using sequential order and context of events.
8.1B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
6.1D Identify incentives that affect personal choices.
6.4D Explain how transportation, communication networks, and technology contribute to economic interdependence.
CC8.5.6-8B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.
CC8.5.6-8D Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC8.5.6-8G Integrate visual information with other information in print and digital texts.
CC8.5.6-8H Distinguish among fact, opinion, and reasoned judgment in a text.
CC8.6.6-8B Write informative/explanatory texts.
CC8.6.6-8F Conduct short research projects, drawing on several sources and generating additional related, focused questions.
CC8.6.6-8G Gather relevant information from multiple sources and quote or paraphrase while avoiding plagiarism.
CC8.6.6-8I Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences.

Big Ideas	Essential Questions
• Human activity and physical geography is interrelated; each makes an impact on the other. • Planning a trip requires research and budgeting which requires important decisions.	• How have people shaped the natural environment and adapted to the natural environment to ensure their survival?

Content	Skills
• The vastness of the Pacific Ocean region • Geography of Oceania, including major countries, and large island group classifications • History through Artifacts	• Develop a travel timeline that makes sense and stays within the given budget (project) • Apply math concepts in a problem solving project: decimal operations (money); comparing prices; budget planning • Identify reliable internet resources • Cite internet resources correctly

Unit #/Title	5/Latin America - *Place*	Time Frame	4-5 Weeks

Stage 1 - Identify Desired Results

Standards

GEOGRAPHY THEME – PLACE – How physical and human characteristics define and distinguish a place
7.1B Describe and locate places and regions as defined by physical and human features.
7.2A Describe the physical characteristics of places and regions.
7.3A Describe the human characteristics of places and regions.
5.4A Identify how countries have varying interests.
8.1A Explain continuity and change over time using sequential order and context of events.
8.1B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
8.4A Explain the social, political, cultural and economic contributions of individuals and groups to world history.
CC8.5.6-8B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.
CC8.5.6-8D Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC8.5.6-8F Identify aspects of a text that reveal an author's point of view or purpose.
CC8.5.6-8G Integrate visual information with other information in print and digital texts.
CC8.5.6-8H Distinguish among fact, opinion, and reasoned judgment in a text.
CC8.6.6-8A Write arguments focused on discipline-specific content.
CC8.6.6-8C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC8.6.6-8H Draw evidence from informational texts to support analysis, reflection and research.

Big Ideas	Essential Questions
• The telling of history is always a matter of perspective. • The physical and human characteristics define and distinguish Latin America.	• What makes a civilization "advanced"?
Content	**Skills**
• Geography of Latin America, including countries and regional distinctions • Three major ancient Native American civilizations: Maya, Inca, Aztec • Means and impact of European conquest of Latin America	• Construct an argument/counterargument for debate • Participate in group discussion/debate

Unit #/Title	6/U.S. Presidential Election Process	Time Frame	2 weeks

Stage 1 - Identify Desired Results

Standards

5.1D Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents.
5.2C Describe the importance of political leadership and public service.
5.2D Explain why participation in government and civic life is important.
5.3A Describe the responsibilities and powers of the three branches of government.
5.3E Describe the voting process, including registration, primaries, and general elections.
5.3H Describe the influence of mass media on society.
8.3B Explain the importance of significant historical documents, artifacts, and places critical to US history

Big Ideas	Essential Questions
• The qualifications and job description of POTUS. • How voters determine whom to vote for. • Role of the media in the electoral process. • Factors important to assessing the accuracy of a poll.	• What are the ideal characteristics of a public servant?
Content	**Skills**
• Constitutional requirements (Article II) / Presidential History • Structure of the Constitution • Electoral Process / Campaign Process • Political Parties / Issue identification • Current Candidates / Debates / Role of the Media • Mock Election participation	• Navigate the body of the US Constitution • Integrate information presented in different media or formats (e.g., visually, quantitatively), as well as in words, to develop a coherent understanding of a topic or issue

Unit #/Title	7/Current Events	Time Frame	Weekly, all year

Stage 1 - Identify Desired Results

Standards

5.4A Identify how countries have varying interests.
5.4B Explain the difference between allies and adversaries.
7.1B Describe and locate places and regions as defined by physical and human features.
7.2A Describe the characteristics of places and regions.
8.1B Differentiate between fact and opinion, and multiple points of view, and primary and secondary sources to explain historical events.
8.4D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
CC8.5.6-8B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC8.5.6-8D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC8.5.6-8F Identify aspects of a text that reveal an author's point of view or purpose.
CC8.5.6-8H Distinguish among fact, opinion, and reasoned judgment in a text.
CC8.6.6-8I Write routinely over extended time frames, and shorter time frames, for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
• An awareness of current world events helps students become responsible citizens and enables them to determine what is important to them. • Knowledge of world geography means having an understanding of how countries interact.	• What does it mean to be an informed citizen of the world?
Content	**Skills**
• Current events news articles. • The regional impact of current events.	• Identify relative location for the country in which a news story takes place • Read and comprehend nonfiction, current events articles • Identify fact/opinion and point of view in current events articles • Identify reputable news sources.