

# Davison Community Schools

## 6th Grade World Geography

### Course Outline

- Geographer's World
  - Physical Geography
  - Human Geography
  - Mexico
  - Brazil
  - Canada
  - Western Europe
  - Australia and New Zealand
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### Priority Standards

6 – G1.1.1 Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales. Examples may include but are not limited to: looking for the significance of location, making comparisons among places and regions, identifying spatial patterns and comparing patterns, exploring how places and people are connected as well as how people are part of, use, and impact the environment. Spatial analysis can also involve looking at an issue at different scales in order to provide different insights.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth. Examples may include but are not limited to:

6 – G2.1.1 Locate and describe the basic patterns of landforms. Examples may include but are not limited to: patterns at a continental scale or larger.

6 – G2.1.3 Locate and describe the characteristics and patterns of major world climates and ecosystems. Examples may include but are not limited to: tropical wet and tropical wet-dry, arid and semi-arid, subtropical, continental, and arctic climates. Ecosystems include tropical rainforest, savanna, grassland, desert, temperate and coniferous forests, tundra, oceans, and ice caps.

6 – G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.

6 – G5.2.1 Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change. Examples may include but are not limited to: how drought in Africa and Syria is leading to emigration, how coral bleaching is leading to reduced tourism in Australia and the Caribbean, how earthquakes are leading to revised building codes, or how sea level rise is leading to coastal flooding and barrier construction.

6 – G6.1.1 Identify global issues. Examples may include but are not limited to: natural disasters, immigration, food production, food distribution, the impact of climate change, population growth, resource use and depletion, meeting the needs of refugees, migration, poverty, economic development, conflict, and terrorism.

6 – E3.1.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?

6 – P4.2.2 Engage in activities intended to contribute to solving the local, national or global issues studied.