

Unit 1: Many Faces, Many Places

6th Grade Humanities

18 Class Meetings

Revised October 2026

Essential Questions

- How do we create and use maps to better understand the world?
- How does where you live affect how you live?

Enduring Understandings with Unit Goals

EU 1: Geography affects our daily decisions and impacts the future of our world.

- Explore connections between humans and the physical world.
- Examine the impact of location and access to natural resources on human systems.

EU 2: Maps are constructed as tools to represent information about people, places, and the environment around the world.

- Distinguish between specific types of geographical features around the world.
- Relate five key map-reading elements to its intended uses.
- Construct an accurate, high-quality map.
- Assess geographical features and maps knowledge.

EU 3: Physical geography affects the way people live in different regions of the world.

- Examine various components of culture within a particular country.
- Explain the connections between physical and cultural geography.
- Construct a visual presentation to inform an audience about the geography of a country

Standards

CT Social Studies Frameworks Standards:

- **GEO 6-7.1** Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.
- **GEO 6-7.3:** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- **GEO 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- **CIV 6-7.3:** Compare historical and contemporary means of changing societies and promoting the common good.
- **INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **INQ 6-8.7** Evaluate the credibility of a source by determining its relevance and intended use.
- **INQ 6-8.9:** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- **INQ 6-8.10:** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

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Common Core State Standards:

- **CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- **CCSS.ELA-LITERACY.WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Elements of Geography

- Define and examine the 6 elements of geography.
- Explore connections between humans and the physical world.
- Examine the impact of location and access to natural resources on human systems.

2. Map Features and Skills

- Distinguish between specific types of geographical features around the world.
- Relate five key map-reading elements to its intended uses.
- Construct an accurate, high-quality map.
- Assess geographical features and maps knowledge.

3. Cultural Geography

- Examine various components of culture within a particular country
- Explain the connections between physical and cultural geography
- Construct a visual presentation to inform an audience about the geography of a country

Vocabulary and Key Terms: Geography, space, place, human-environmental interactions, human systems, physical systems, population, compass rose, map key/legend, scale, peninsula, island, mountain, river, ocean, delta, isthmus, hill, valley, plain, latitude, longitude, absolute location, relative location, culture, cultural awareness, religion, architecture, economics, vegetation, political system, political map, and physical map.

Interdisciplinary Connection: Science Cooperative Unit Task will be conducted simultaneously. In science class, students will focus their research on the components relating to physical geography (climate, physical landforms, vegetation, and natural resources)

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Daily Learning Objectives with *TWPS*

Students will be able to...

- Compare and contrast between specific types of geographical features around the world.
 - *What do you know about geography?*
- Explain and clarify the five themes of geography.
 - *What questions do you have about the five themes of geography?*
- Identify key elements of human geography in a non-fiction text
 - *What is the central idea of the article? Support your answer with two themes of geography.*
- Explain the different types of maps.
 - *How do you use maps in your daily life? Name and describe different types of maps.*
- Define key map features and characteristics.
 - *What is included on a map? Why?*
- Compare and contrast physical and political maps.
 - *What are the two types of maps? How are they the same and different?*
- Demonstrate knowledge of elements of geography. **
 - *What are some questions you have before the quiz?*
- Investigate various landforms. **
 - *Choose a landform to visit in real life and why?*
 - *Choose a landform that you would like to visit in real life and why?*
- Develop an understanding of various landforms and their impact on humans.
 - *How could a landform impact the way that someone lives?*
- Demonstrate an understanding of the characteristics of culture.
 - *What part of your culture are you most proud of?*
- Draw connections between physical and cultural geography.
 - *How could the physical location or landforms of a country impact culture?*
- Construct an accurate, high-quality map. **
 - *What important features must a map have and why?*
 - *What questions do you still have about geography and why?*
- Explore the major components that help define the culture of a place or region.
 - *What does “cultural awareness” mean to you?*
- Use primary and secondary sources to research the physical and cultural geography of a particular country.
 - *How can location and climate impact the types of food people eat? How could art be influenced by a country’s physical geography?*
- Create an organized visual presentation to inform an audience about the cultural and physical geography of a country. **
 - *What are some good websites that we can use for research?*
 - *What have you learned about your country’s culture so far?*
 - *What are some important qualities of an effective presentation?*

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Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-write-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions
- Multiple CFUs
- Close reading with text-dependent questions
- Frayer Model for Vocabulary

EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- TWPS
- Interactive Notebook
- Geographical Features, Landforms, and Climates Pre-assessment
- Academic Discourse
- Exit Slips
- Vocabulary Quizzes
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Map Creation
- Homework

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- Performance Task
- CER: Claim, Evidence, Reasoning
- ELA Listening IAB
- Developing Landform Definitions
- Landform Gallery Walk
- Country Share Presentation

Summative Assessments:

- Map Quiz (EU2)
- Unit Exam: Geographical Features, Landforms, and Environment (EU1 and EU3)
- Unit Task: “Countries of the World” Presentation (EU2 and EU3)

Unit Task

Unit Task Name: “Countries of the World” Presentation

Description: Students will design a well-crafted, evidence-based travel brochure and persuasive paragraph that contains information about the location, physical geography, and cultural geography of a given country. The brochure will include examples of human-environmental interaction (EU1), (EU2) and (EU3).

Evaluation: Teacher created Rubric/Scoring Guide

Unit Resources

- Unit Task Description and Exemplars (developed and refined with class)
- Google Classroom
- Climate and Geographical Resources - Teacher Google Slides
- World Maps
- Map Making Worksheets
- Junior Scholastic
- Project Template
- Project Checklist
- Reflection Form Template
- Peer Critique / Revision Form Template
- Newsela.com
- Diffit.com
- Pear Assessment