



Kutztown Area School District Curriculum (Unit Map)

Grade 6 Social Studies (World Geography)

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Course Description: The major emphasis of this course is on the continents of Asia, Africa, Europe, and Australia. We study the geographic features of these areas as well as history and culture of the regions. The content is broken into units covering the Middle East, Europe, Australia, Oceania, and Russia. 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, and relating to international current events.

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| Unit #/Title | 1/Map Skills and Climate Regions | Time Frame | 7-8 Weeks |
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| Standards |
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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.

8.1B Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. *NOTE:* This standard is regularly addressed through weekly Current Events lessons, separate from the World Geography curriculum.

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.

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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> How does location on Earth affect climate? How does climate determine where/how people live? |

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| Content | Skills |
| <ul style="list-style-type: none"> 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 Identify the major climate zone classifications on the Earth | <ul style="list-style-type: none"> Accurately label the Oceans and Continents on the world map (mastery of this by the end of the year) Distinguish between different kinds of maps, and identify their purpose Accurately “read” information from maps Find latitude and longitude (mastery of this takes most of the year) Compute map scale distances Identify location based on clues regarding climate, ocean currents, hemisphere, etc |

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| Unit #/Title | 2/The Middle East Region | Time Frame | 7-8 Weeks |
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GEOGRAPHY THEME – Region – How an area displays unity in terms of physical and human characteristics

7.2A Describe the physical characteristic 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.

CC.8.5.6-8A Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8B 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.

CC.8.5.6-8D Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.6.6-8B Write informative/explanatory texts.

CC.8.6.6-8C Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

CC.8.6.6-8D 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 purpose and audience have been addressed.

CC.8.6.6-8F Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions.

CC.8.6.6-8H Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.6-8I Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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| Big Ideas | Essential Questions |
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| <ul style="list-style-type: none"> • The term "region" can be distinct from "continent" and "country." • Islam is a major world religion, and it's history is intermingled with Judaism and Christianity. • The terms "Muslim" and "terrorist" are NOT synonymous. | <ul style="list-style-type: none"> • What makes the Middle East a "region"? • Why is there so much fighting/violence in the Middle East? |
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| Content | Skills |
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| <ul style="list-style-type: none"> • 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" | <ul style="list-style-type: none"> • 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 • Participate in an oral presentation of their research findings |
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| Unit #/Title | 3/Europe | Time Frame | 8 Weeks |
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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 a 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 | Essential Questions |
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| <ul style="list-style-type: none"> The importance of paying attention to the publication dates on maps, particularly political maps. As Americans, we have a very Euro-centric perspective of history. | <ul style="list-style-type: none"> Why did people in Europe during the Renaissance make contact with people in other places in the world and share ideas, information and products? How does a city successfully bid to host the Olympic Games? |
| Content | Skills |
| <ul style="list-style-type: none"> 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 The Olympic bid process Renaissance Period as a period of major growth in the areas of science, exploration, art and humanism | <ul style="list-style-type: none"> Identify reliable internet resources Cite sources correctly Synthesize information from various sources Construct a persuasive argument Draft, (self and peer) edit, revise |

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| Unit #/Title | 4/Australia and Oceania | Time Frame | 5-6 Weeks |
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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.

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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> The interrelatedness of human activity and physical geography, and the impact one can make on the other. The challenges created by a real-world budget simulation. | <ul style="list-style-type: none"> How have people shaped the natural environment and adapted to the natural environment to ensure their survival? |
| Content | Skills |
| <ul style="list-style-type: none"> The vastness of the Pacific Ocean region Geography of Oceania, including major countries, and large island group classifications | <ul style="list-style-type: none"> 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 |

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| Unit #/Title | 5/Latin America | Time Frame | 4-5 Weeks |
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| Standards |
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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.

CC.8.5.6-8B 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.

CC.8.5.6-8D Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8F Identify aspects of a text that reveal an author’s point of view or purpose.

CC.8.5.6-8G Integrate visual information with other information in print and digital texts.

CC.8.5.6-8H Distinguish among fact, opinion, and reasoned judgment in a text.

CC.8.6.6-8A Write arguments focused on a discipline-specific content.

CC.8.6.6-8C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8H Draw evidence from informational texts to support analysis reflection and research.

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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> The telling of history is always a matter of perspective. | <ul style="list-style-type: none"> Which Ancient Native American civilization was the most advanced? |
| Content | Skills |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Construct an argument/counterargument for debate Strengthen listening comprehension skills: participate in group discussion/debate; construct/reconstruct arguments based on counterarguments Use a 3-circle Venn Diagram for compare and contrast |