



VALWOOD

GO BEYOND

Sixth Grade Social Studies Curriculum

6th Grade Geography

Course Description	Topics at a Glance				
<p>Sixth Grade Geography utilizes the essential elements of geography to study our world and its cultures. As a foundational course for social studies, the students will learn the location, capitals, major geographic features, and social systems of North America, Latin America, Europe, Asia, Africa, the Middleeast, and Oceania. In addition to extensive map work the students will examine the governments, histories, economies, culture, and global issues in each region. This framework will begin the process of opening students to the greater global community, understanding of cultural differences, and provide context for both historic and current events.</p>	<p>History of the Americas: Using primary and secondary documents and technology to learn about the history of the Americas and its impact on the present; rise and fall of ancient civilizations; unique cultural features; Spanish Conquest; Columbian Exchange; Colonization; Influence of United States; multiple perspectives; information accuracy; author intent.</p> <p>Human and Physical Systems Vary and Interact: interdependence between places; resource distribution, use and acquisition; decision making; trade routes and center, sustainability, environmental degradation; adaption to physical environment.</p> <p>Using Geographic Tools to Solve Problems: analyze data and reach conclusions; thematic maps, cartograms, climographs, GIS, GPS, web-based software, atlases, tables, graphs, longitude, latitude, scale.</p> <p>Government and Economic systems: scarce resources, production, goods, services, development, education, income, globalization, compare and describe government systems; traditional, command, market and mixed; trade.</p> <p>Personal Financial Literacy: Savings and investment; decision making; short- and medium-term goals; risk and reward; emergency funds; debt; consumerism.</p> <p>Civic and Global Awareness: interconnectivity; global community; productive member of society; challenges and opportunities, global viewpoints; empathy with issues people face; laws and regulation; technology and information; multiculturalism, diverse backgrounds.</p>				
Assessments	Effective Components				
<ul style="list-style-type: none"> Teacher-designed assessments Student-designed assessments 	<ul style="list-style-type: none"> Recognize that people from different cultures and different times in history make contributions to our culture. Use technology responsibly for communication and transfer of ideas. Identify different information sources and assess sources. Use appropriate tools, technology and maps to gather, organize and report data and other information. Organize and report information in a variety of complex ways, including tables, graphs charts and reports. Collaborate with others to identify problems and seek solutions. Present information in a variety of formats, including written paragraphs, posters, illustrations, oral reports, maps, etc. 				
Grade Level Expectations					
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1. Geography

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Geography standard are:

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

Content Area: Social Studies - Sixth Grade	
Geography	
Prepared Graduates: Examine places and regions and the connections among them	
Grade Level Expectation	
Concepts and skills students master: 1. Analyze and interpret multiple forms of maps, charts and graphs. Learn exact placement of countries and capitals on a world map. 2. Be Familiar with the general culture, languages, current events, and geographic features of major world regions.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Effectively read and interpret information from multiple map sources b. Place all countries and their capitals on World regional maps. c. Place major physical features on a World map d. Use atlases and internet sources to find credible information about countries e. Gain a working knowledge of general culture, languages, and current events of world regions and countries through multiple mediums f. Write for a variety of purposes and audiences.	Inquiry Questions: 1. What are different ways to define World regions based on human and physical systems? 2. How have people interacted with the environment over time in a positive or negative way? 3. How has globalization affected people and places? 4. In what ways are places on Earth interdependent? 5. How does location affect lifestyle and interactions between countries? Applying in Society and Using Technology: g. The study of how human and physical systems vary and interact helps to make better choices, decisions, and predictions. h. Businesses analyze data regarding physical and human systems to make informed choices regarding production, trade, and resource acquisition. i. Nations use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls. j. Understanding a country's location lays the foundation for study of later courses in History, Government and Economics.
	Nature of Discipline: 1. Spatial thinkers examine places and regions and the connections among them.

Content Area: Social Studies - Sixth Grade	
Geography	
Prepared Graduates: <i>Develop spatial understanding, perspectives, and personal connections to the world</i>	
Grade Level Expectation Concepts and skills students master: <ol style="list-style-type: none"> 1. Use geographic tools to solve problems 2. Understand how human and physical systems vary and interact. 	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Use longitude, latitude, and scale on maps and globes to solve problems b. Collect and analyze data to interpret World regions c. Ask multiple types of questions after examining geographic sources d. Interpret and communicate geographic data to justify potential solutions to problems e. Distinguish different types of maps and use them in analyzing an issue f. Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> 1. How can geographic tools be used to solve problems in the future? 2. How does where we live influence how we live? 3. How do populations, physical features, resources, and perceptions of places and regions change over time? 4. How has land been acquired by countries? 5. How have geographic factors influenced human settlement and economic activity?
	Relevance and Application: <ol style="list-style-type: none"> 1. Technology is used by individuals and businesses to answer geographic problems such as the spread of disease, migration patterns, and distribution and loss of resources like water supplies. 2. Geographic tools help to solve problems in daily life. For example, a car GPS is used to find a location, maps are used by tourists, and directions are found on the Internet.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Spatial thinkers use geographic tools to develop spatial thinking and awareness. 2. Spatial thinkers evaluate patterns that connect people and their problems to the world.

Content Area: Social Studies - Sixth Grade	
Geography and Economics	
Prepared Graduates: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
Grade Level Expectation: Concepts and skills students master: 1. Identify and analyze different economic systems	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Describe the characteristic of traditional, command, market, and mixed economic systems Explore how different economic systems affect job and career options and the population's standards of living Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> How do different systems address the production of goods? How are scarce resources distributed in different types of economic systems? How do different economies control the means of production and distribution of goods and services?
	Relevance and Application: <ol style="list-style-type: none"> Economic development varies and can be compared across countries in the Western Hemisphere including levels of education and average income. Governments and the private sector in the Western Hemisphere cooperate to distribute goods and services, specialize, and are interdependent in the global economy. Career opportunities are influenced by the type of economic system.
	Nature of Discipline: <ol style="list-style-type: none"> Economic thinkers study how and why individuals make decisions about purchases. Economic thinkers analyze why different markets develop in different locations. Economic thinkers study the effects of different types of economies on global interdependence.

Content Area: Social Studies - Sixth Grade	
Geography and Government	
Prepared Graduates: Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
Grade Level Expectation Concepts and skills students master: 2. Compare multiple systems of government	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Describe different forms of government Identify how different forms of government relate to their citizens. Topics to include but limited to democracy and authoritarian government Compare the economic components of different forms of government Compare various governments' and the liberties of their citizens Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> How do you define good government? What evidence can you find of effective and ineffective governments in the past and the present? What would a government look like if you created it? What are the consequences if a government does not provide for the common good?
	Relevance and Application: <ol style="list-style-type: none"> The ability to understand the different forms of government affects daily life. For example, employees work in international corporations and tourists visit countries with different laws, rules, and regulations. Knowledge of government is essential for understanding the implications of events around the world.
	Nature of Discipline: <ol style="list-style-type: none"> Responsible community members discuss personal and national actions and their global consequences. Responsible community members identify ways in which lives are enriched and challenged because of the interconnected nature of a global society.

Content Area: Social Studies - Sixth Grade	
Geography and Culture	
Prepared Graduates: Develop a global viewpoint with empathy and understanding for different cultures	
Grade Level Expectation	
Concepts and skills students master: <ol style="list-style-type: none"> 1. Gain a significant appreciation for the differences and similarities between world cultures. 2. Understand the basics of major world religions. 3. Read and discuss current events from each world region. 	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Utilize art, music, holidays, and stories from various world regions to supplement the study of these areas. b. Introduce phrases, familiar words, and unique language features. c. Incorporate the study of major world religions into the Middle East regional materials. d. Use electronic and visual mediums in requiring students to collect current events in each world region. e. Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> 1. What are the key components that make up culture? 2. How does the concept of heritage influence how we live today? 3. How does a person's native language affect their identity? 4. How do ancient religions affect the Middle East both in the past and in the modern world? 5. What current issues and conflicts are happening in each of the world's regions?
	Relevance and Application: <ol style="list-style-type: none"> 1. Appreciation for cultural differences creates an environment of cooperation rather than alienation between people. 2. The importance of understanding conflicts and current issues around the world are more relevant in real time.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Compassionate thinkers see how culture is a matter of rich differences and not an issue of right or wrong. 2. Compassionate thinkers want to be active participants in the world community, to solve problems, make connections, and improve relationships.