

MOSCOW SCHOOL DISTRICT CURRICULUM GUIDE

Subject/Course: Social Studies: Geography-Western Hemisphere Grade 6

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Western Hemisphere build an understanding of the cultural and social development of human civilization.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Build an understanding of the cultural and social development of the United States. - No objectives in Geography-Western Hemisphere.				<ul style="list-style-type: none"> ● Western Civilization ● Mesoamerica ● indigenous cultures ● colonization ● point of view ● historical perspectives
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States. - No objectives in Geography-Western Hemisphere.				
Goal 1.3: Identify the role of American Indians in the development of the United States. - No objectives in Geography-Western Hemisphere.				
Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States. - No objectives in Geography-Western Hemisphere				
Goal 1.5: Trace the role of exploration and expansion in the development of the United States. - No objectives in Geography-Western Hemisphere.				
Goal 1.6: Explain the rise of human civilization. - No objectives in Geography-Western Hemisphere.				
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization. - No objectives in Geography-Western Hemisphere.				
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	<ul style="list-style-type: none"> ● 6-9.GWH.1.8.1 Describe the civilizations of the Western Hemisphere prior to European contact, such as Mesoamerica. ● 6-9.GWH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere. ● 6-9.GWH.1.8.3 Compare various approaches to European colonization in the Western Hemisphere. 6-9.GWH.1.8.4 Recognize historical perspective by identifying the context in which events occurred. 	<ul style="list-style-type: none"> ● Content reading ● Posters made by students ● Timelines ● Aztec, Maya, Inca research and projects ● Explorer study ● Textbook ● Timelines ● Webquests ● Videos 		
Goal 1.9: Identify the role of religion in the development of human civilization. - No objectives in Geography-Western Hemisphere.				

Standard 2: Geography

Students in Geography-Western Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<p>Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.</p>	<ul style="list-style-type: none"> • 6-9.GWH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b) • 6-9.GWH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS). • 6-9.GWH.2.1.3 Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places. (469.01b) • 6-9.GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01a) 	<ul style="list-style-type: none"> • Map Study <ul style="list-style-type: none"> • Enlargement (scale) • Topography box • Relief map • Fire on the mountain (Ames) • Geo lab activity • GPS activities • Webquest • Location of place on grid • Inspiration web Debates skits 	<ul style="list-style-type: none"> • Nystrom Atlas • Textbook • Internet • GIS • GPS • Google Earth • Videos • United Streaming (online) • Math text • Inspiration software 	<ul style="list-style-type: none"> • Western Hemisphere • map components • map projections • Mercator projection • visual data • mathematical data • charts • tables • graphs • graphic organizers • latitude • longitude • locational technology • mental maps • biomes • earth/sun relationships • ocean currents • winds • climate regions • country • city
<p>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</p>	<ul style="list-style-type: none"> • 6-9.GWH.2.2.1 Explain how earth / sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f) • 6-9.GWH.2.2.2 Locate and map the climate regions of the Western Hemisphere. Describe the characteristics of each and explain how they differ. • 6-9.GWH.2.2.3 Identify 	<ul style="list-style-type: none"> • El Nino cause/effect • Any weather activity (see science curriculum) 	<ul style="list-style-type: none"> • Textbook • Globes • Maps • Microsoft Word • Microsoft Publisher 	<ul style="list-style-type: none"> • physical characteristics • cultural characteristics • migration • population distribution • cultural patterns • compare • contrast • manufacturing region • agricultural

	major biomes and explain ways in which the natural environment of places in the Western Hemisphere relates to their climate. (469.03a)			region
Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.	<ul style="list-style-type: none"> 6-9.GWH.2.3.1 Identify the names and locations of countries and major cities in the Western Hemisphere. 6-9.GWH.2.3.2 Describe major physical characteristics of regions in the Western Hemisphere. 6-9.GWH.2.3.3 Describe major cultural characteristics of regions in the Western Hemisphere. 	<ul style="list-style-type: none"> Internet - webquests Amigos Jason Project Guest speakers Kuna Indians - molas Canada Interact Unit 	<ul style="list-style-type: none"> Textbook Internet Video Topographical maps Interact Unit 	<ul style="list-style-type: none"> natural resources physical environment physical geography human geography natural hazard technological hazard population centers historical trend land forms water forms natural vegetation climate contrasting perspectives acid rain air pollution water pollution deforestation Global Positioning System (GPS) Geographic Information Systems (GIS)
Goal 2.4: Analyze the human and physical characteristics of different places and regions.	<ul style="list-style-type: none"> 6-9.GWH.2.4.1 Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time. (469.04b) 6-9.GWH.2.4.2 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity. (469.04c) 6-9.GWH.2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere. 	<ul style="list-style-type: none"> Brochures - travel Amigos Cultural study Amigos Canada - Interact 	<ul style="list-style-type: none"> PowerPoint Publisher Interact Internet Textbook Literature integration 	
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	<ul style="list-style-type: none"> 6-9.GWH.2.5.1 Analyze the distribution of natural resources in the Western Hemisphere. 6-9.GWH.2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a) 6-9.GWH.2.5.3 Give examples of how both natural and technological 	<ul style="list-style-type: none"> Amigos Canada study Brochure Line of Demarcation in Brazil 	<ul style="list-style-type: none"> Interact Internet Encyclopedias Atlas Almanac Jason Project Books Videos 	

	<p>hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere. (469.05c)</p> <ul style="list-style-type: none"> 6-9.GWH.2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere. (469.06c) 6-9.GWH.2.5.5 Identify contrasting perspectives of environmental issues that affect the Western Hemisphere. 6-9.GWH.2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation.) (469.05b) 	<ul style="list-style-type: none"> Deforestation in rain forest Models Diorama Gaucha a Carnival assess (state) Panama Canal model Jason Project 		
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Standard 3: Economics

Students in Geography-Western Hemisphere identify different influences on economic systems.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Explain basic economic concepts. - No objectives in Geography-Western Hemisphere.				
Goal 3.2: Identify different influences on economic systems.	<ul style="list-style-type: none"> 6-9.GWH.3.2.1 Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce. 6-9.GWH.3.2.2 Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator. 6-9.GWH.3.2.3 Analyze current economic issues in the countries of the 	<ul style="list-style-type: none"> Amigos Canada Interact Projects Amigos 	<ul style="list-style-type: none"> PowerPoint Textbook Internet 	

	Western Hemisphere using a variety of information resources. <ul style="list-style-type: none"> 6-9.GWH.3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere. 			
Goal 3.3: Analyze the different types of economic institutions. - No objectives in Geography-Western Hemisphere.				
Goal 3.4: Explain the concepts of good personal finance. - No objectives in Geography-Western Hemisphere.				

Standard 4: Civics and Government

Students in Geography-Western Hemisphere build an understanding of comparative government.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of sixth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
Goal 4.1: Build an understanding of the foundational principles of the American political system. - No objectives in Geography-Western Hemisphere.				<ul style="list-style-type: none"> democracy direct democracy democratic republic representative democracy monarchy parliament congress dictatorship state coup d'etat junta civil disobedience revolution independence legitimacy colonialism empire emperor
Goal 4.2: Build an understanding of the organization and formation of the American system of government. - No objectives in Geography-Western Hemisphere.				
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities. - No objectives in Geography-Western Hemisphere.				
Goal 4.4: Build an understanding of the evolution of democracy. - No objectives in Geography-Western Hemisphere.				
Goal 4.5: Build an understanding of comparative government.	<ul style="list-style-type: none"> 6-9.GWH.4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States. 	<ul style="list-style-type: none"> Amigos Canada Interact 		

Standard 5: Global Perspectives

Students in Geography-Western Hemisphere build an understanding of multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of the course)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<p>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</p>	<ul style="list-style-type: none"> • 6-9.GWH.5.1.1 Discuss how social institutions influence behavior in different societies in the Western Hemisphere. • 6-9.GWH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere. • 6-9.GWH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings. • 6-9.GWH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere. 	<ul style="list-style-type: none"> • Amigos • Canada Interact • Travel brochure • Cultural presentation • Art Projects <ul style="list-style-type: none"> • molas • pottery • Amigos • Canada Interact • Amigos • PowerPoint • Projects 	<ul style="list-style-type: none"> • PowerPoint • Textbook • Internet • Webquest • Encyclopedia • Atlas • Maps • Almanac 	<ul style="list-style-type: none"> • culture • cultural institutions • cultural groups • social institutions • ethnicity • ethnocentrism • nation-state • global markets • urbanization • extinction • developing world