

Social Studies Scope & Sequence- Grade 6

Geography Alive - Regions and People

Geography Anchor Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].

A mental map is a person's internalized picture of a part of the Earth's surface. It helps make sense of the world by storing and recalling information about the patterns of the Earth's human and natural features. A well-developed mental map is a great asset in understanding local, national, and world events. Students need to develop mental maps which reflect the relative location and knowledge of major landforms and climatic zones, human settlements, political divisions, and economic activities at local, state, national, and world scales. Students also need to develop the ability to create, use, and interpret maps and other geo-graphics crucial to analyzing and solving geographic problems.

6-8a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements

Geography Anchor Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].

The relationship between human needs and the natural environment is fundamental to life. Humans modify the environment in culturally distinctive ways as they respond to the resource opportunities and risks present in the physical world. To understand this relationship, students must know of the major processes which shape the world into distinctive physical environments, and gain awareness of the opportunities and limitations to human action presented by those environments.

6-8a: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions

Geography Anchor Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

Cultural differences produce patterns of diversity in language, religion, economic activity, social custom, and political organization across the Earth's surface. Places reflect the culture of the inhabitants as well as the ways that culture has changed over time. Places also reflect the connections and flow of information, goods, and ideas with other places. Students who will live in an increasingly interconnected world need an understanding of the processes which produce distinctive places and how those places change over time.

6-8a: Students will analyze patterns of cultural activity associated with different world regions in order to explain the reasons for the cultural development of a place

Geography Anchor Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].

Regions are areas containing places with common characteristics. They are a major way we simplify a geographically-complex world. Regions can be used for analysis and synthesis. They have practical applications as in political administration or organizing economic behavior. Understanding regions and their use will allow students to better analyze and predict patterns and connections between and among people, places, and environments.

6-8a: Students will understand the processes affecting the location of economic activities in different world regions.

World Geography

All of the standards above will be addressed in each of the units below.

Maps	Environments	Places	Regions
<ol style="list-style-type: none"> 1. SS DRC Lesson: Key Themes of Geography & Geographic Inquiry (1a, 2a) 2. TCI: Tools of Geography 3. TCI: A Spatial Way of Thinking (1a) 4. SS DRC Lesson: Building Global Mental Maps (1a) 5. TCI: Urban Sprawl in N.A. (1a, 2a) 	<ol style="list-style-type: none"> 1. TCI: Nile River - Journey from Source to Mouth (2a) 2. SS DRC Lesson: Humans Interact with the Environment (2a) 3. DOE Holocaust + Genocide Lesson (3a) 	<ol style="list-style-type: none"> 1. TCI: Migration to U.S.: Impact on People and Places (3a) 2. SS DRC Lesson: Cultural Patterns and Diffusion (3a) 	<ol style="list-style-type: none"> 1. SS DRC Lesson: Reasons for Regions (4a) 2. TCI: Nigeria: A Country of Many Cultures (3a, 4a)