

Quarter 1
6th Grade Western Hemisphere

Unit 1: Geography Skills and our Earth

- Geography influences how people live and work on earth in order to get what they need.
- People are affected by environmental, social, and cultural concerns.

Essential Questions:

- What is geography?
- How do maps and other geographic tools allow geographers to gain information?
- How is geography used to understand where things are and why they are there?
- How does geography impact the actions of people and how do people impact the earth?
- How do the earth's processes of rotation and revolution have an effect on the interaction of people and earth?
- How does culture influence the way people live on earth?
- How can maps be used to solve societal problems?

In **Unit 1** students will develop their geography skills and learn to use geography as a tool. Students will develop skills that will enable them to observe patterns, associations, and spatial order and discuss how the five themes of geography help them develop their understanding of the world around them. They will understand how geography influences how people live and work on earth in order to get what they need and how people are affected by environmental, social, and cultural concerns. They will begin to understand how culture and experience shape belief systems influence people's perceptions of places and regions throughout their lives.

Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Define the term geography and give examples how it is used to understand the world around us.	1. The five themes of geography are used to organize the study of geography. <ul style="list-style-type: none"> a. Location b. Place c. Region d. Human-Environment Interactions Movement: People Places, Ideas	Song: Five Themes of Geography	Location, Absolute, Relative, Place, Physical and Human Characteristics, Human/Environment Interactions, Movement Regions
Define, locate, and compare major landforms and water bodies on the earth.	1. Continents and Oceans. 2. Landforms and water bodies show how the earth is shaped. <ul style="list-style-type: none"> a. Bodies of Water - Mississippi, Colorado, MacKenzie, Rio Grande, and Amazon Rivers, Gulf of Mexico, Hudson Bay, Straits of Magellan and the Bering Strait, Atlantic, Pacific, Arctic and Southern Oceans, the Great Lakes, and the concept of drainage 		Coast, Delta, Peninsula, Plateau, Topography, Island, River, Bay, Tributary, Canal, Gulf, Lake, Ocean, Strait, Climate, Vegetation

	<p>systems and the Continental Divide.</p> <p>b. Landforms-the Appalachian, Rocky, Andes, and Cascade Mountain Ranges, the Atacama and Sonoran Deserts, the Hawaiian and Greater Antilles archipelagos, the Pampas and Great Plains, the Canadian Shield, the Yucatan Peninsula, the Isthmus of Panama, and the Great Basin.</p>		
Identify the purposes of maps and their key components	<ol style="list-style-type: none"> 1. Identify different types of maps and their purpose. 2. Be able to choose a map for a specific purpose. 3. Know how to use basic components of a map such as a compass, scale, legend/key. 	Teaching with Maps (NEA Lessons/Games/Interactives)	Climate maps, Economic or resource maps, Physical maps, Political maps, Road maps, Topographic maps
Describe how the Earth's rotation causes night and day and the Earth's revolution causes the change in seasons.	<ol style="list-style-type: none"> 1. Know that Earth is tilted on its axis and that this tilt, by affecting the angle of incidence of sunlight, is responsible for the seasons. 2. Understand how different angles of incidence affect surface heating. 3. Recognize that different parts of the world experience different seasonal changes. 4. Be able to interpret satellite maps of the world that show seasonal differences in plant life. 	Seasons Interactive for Students	Axis, Arctic Circle, Antarctic Circle, Orbit, Equator, Tropic of Cancer, Tropic of Capricorn
Identify the purpose of the Global Grid and determine how this helps humans make sense of location on the Earth's surface.	<ol style="list-style-type: none"> 1. The Global Grid is a series of intersecting lines of latitude and longitude devised to provide a means to measure absolute location. 	Latitude And Longitude Map Match Game	Mercator, Robinson, Longitude, Compass rose, Prime Meridian, Equator, Relative Location, Absolute grid, Key, Legend, Scale, Cardinal Directions
Standard(s)			
State Content Standard G.A1 Use maps and globes to locate places and regions. G.A2 Make maps, globes, and graphs. G.A4 Use graphic tools and technologies to depict and interpret the world's human and physical systems.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Determine various ways that maps can be used to solve problems in society. Research geographic information using a variety of online and/or print almanacs and atlases.	<ol style="list-style-type: none"> 1. Maps are used by social scientists as tools to examine problems from the spatial perspective. 	John Snow and The Cholera Epidemic Maps: Tools for Adventures	<ul style="list-style-type: none"> • Almanac • Atlas

Standard(s)			
State Content Standard G.A4 Use graphic tools and technologies to depict and interpret the world's human and physical systems. G.E5 Analyze the consequences of human modification of the environment and evaluate the changing landscape.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Explain why there are 24 time zones, give examples why time zones are useful, and be able to calculate time differences.	<ol style="list-style-type: none"> 1. Time zones are determined by longitude. Traveling east hours are gained; traveling west hours are lost. 2. The International Date Line is where the day officially starts. 	<p>Online Activity: Time Zone</p> <p>World Time Zones Interactive</p>	<ul style="list-style-type: none"> ● Greenwich/Prime Meridian ● International Date Line ● Time Zone
Identify and describe how climate zones are characterized.	<ol style="list-style-type: none"> 1. Climate is affected by factors of geography and earth's movements. 2. There are five major climate regions/biomes. 3. People everywhere have adapted in various ways to the climates in which they live. 	<p>NOAA World Climate Zones Interactive</p> <p>Climate Maps and Activities</p>	<ul style="list-style-type: none"> ● Tropical <ul style="list-style-type: none"> ◦ Wet (or rain forest) ◦ Monsoon ◦ Wet and dry (or savanna) ● Dry <ul style="list-style-type: none"> ◦ Arid ◦ Semiarid ● Mild <ul style="list-style-type: none"> ◦ Mediterranean ◦ Humid subtropical ◦ Marine ● Continental <ul style="list-style-type: none"> ◦ Warm summer ◦ Cool summer ◦ Subarctic (or boreal) ● Polar <ul style="list-style-type: none"> ◦ Tundra ◦ Ice cap
Standard(s)			
State Content Standard G.C1 Analyze the operation of the Earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Describe natural resource distribution in the Western Hemisphere.	<ol style="list-style-type: none"> 1. Define natural resource. 2. Make correlations between environment and economy. 3. North America benefits greatly from its fertile soils, plentiful freshwater, oil and mineral deposits, and forests. 4. South America's economy is centered on the export of natural resources 		Economy, Renewable natural resources, Non-renewable natural resources, Import, Export

Standard(s)			
State Content Standard G.E2 Recognize and assess local, regional, and global patterns of resource use.			
Quarter 2 6th Grade Western Hemisphere			
Unit 2: Early Migration and Geological History of the Western Hemisphere			
In Unit 2 students will understand that early Americans developed unique cultures with many different ways of life. They will identify the impact the climate had on early groups and how resources influence where people live.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Evaluate the impact of climate on various human and physical systems (i.e. population, vegetation, cultural, and agriculture).	<ol style="list-style-type: none"> 1. Geography plays a role in movement, such as how major airports are located near large cities. 2. Patterns of movement impact(ed) cultures. 3. The natural resource distribution impacts where people live. 	The Journey of Mankind (Bradshaw Foundation) Consult Expeditions in the Americas, The Very First Americans, Settling a Continent The Role of Ocean Currents in Climate	Land bridge, Indigenous, Theory, Archaeology, Fossils, Prehistory, Fossils, Pangea
Standard(s)			
State Content Standard G.C1 Analyze the operation of the Earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Describe the patterns of migration and settlements of the first Americans.	<ol style="list-style-type: none"> 1. Identify the areas where the first Americans settled: (i.e. plains, forest, tundra, etc.) 2. Recognize the importance of a nomadic lifestyle in the settlement of the Americas. 3. Draw conclusions about Native peoples based on archaeological evidence. 	The First Americans Map of Human Migration	Beringia, Ice Age, Anthropology, Nomad, Pre-history, Land bridge, Culture Migration
Standard(s)			
State Content Standard G.F1 Analyze and evaluate the impact of physical and human geographical factors on major historical events.			

Unit 3: Canada and the United States			
<p>In Unit 3 students will explore how Canada's geography, history, and mix of diverse cultures influences the world today. Students will recognize Canada and the United States are neighbors sharing the longest undefended border in the world. Students will be able to discuss the main physical geographical features, the variety of climates, how resources impact lifestyles and economy. Students will also discuss how the many different cultures derived and influenced the political system of Canada and compare it to that of the United States.</p>			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Identify Geographic and Political features of Canada.	<ol style="list-style-type: none"> 1. Identify the regions, territories, rivers, mountains, seas, oceans, lakes, tundra, glaciers. 2. Label the provinces and capitals of Canada. 3. Recognize geographic features that Canada and the United States share. 	World Map: Canada Canada Online Map Interactive	Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Quebec, and Saskatchewan. Appalachian Mountains; St. Lawrence River; Canadian Shield; Canadian Arctic Archipelago; Great Lakes; Hudson Bay; Great Plains; Lake Winnipeg; Columbia, Fraser, Mackenzie and Yukon Rivers; Great Bear Lake; Great Slave Lake; Rocky Mountains; Canadian Cordillera
Standard(s)			
<p>State Content Standard G.B1 Know that places have distinctive geographic characteristics. G.B7 Understand that a region is a distinct area defined by one or more cultural or physical features.</p>			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Explain how physical features of the United States and Canada affect human settlement patterns.	<ol style="list-style-type: none"> 1. Throughout time people have continually moved. 2. Discuss the regional differences in Canada. 3. Changing patterns of industrialization and trade between the United States, and Canada have resulted in close connections between the countries in terms of manufacturing, energy and finance. 	American Immigration History (TDC original documentary) NATO NAFTA	NATO NAFTA
Recognize how the physical environment influences the impact of human settlement, land use and economic activity in Canada.	<ol style="list-style-type: none"> 1. Discuss the regional differences in Canada. 2. Describe the communities of early settlers and First Nations People in Upper Canada around 1800. 	Interactive Map/Games of Canada (Sheppard Software) First Nations in Canada	Dominion, Bilingual, Federation, Cultural Diversity, Cultural Exchange, Inuktitut, Exile, The Cordillera, The Prairies, The North, The Canadian Shield, The Great Lakes, The St. Lawrence River, The Atlantic

Standard(s)			
State Content Standard GV.A2 Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty. GV.A3 Understand how nations organize their governments. G.D5 Analyze how conflict and cooperation shape social, economic, and political use of space.			
Quarter 3 6th Grade Western Hemisphere			
Unit 4: Early Civilizations			
In Unit 4 students will understand that Early Indian civilizations (Maya, Inca, Aztec) existed in the Western Hemisphere prior to the arrival of Europeans. They will be able to identify the unique characteristics of these civilizations by being able to describe their governments, social structures, religions, technologies, and agricultural practices and products.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Identify the key elements of a civilization. (i.e. culture, government, language, religion, technology).	1. Understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.		
Measure the effect of the key elements of a civilization on the Aztec, Inca, and Maya civilizations.			
Standard(s)			
State Content Standard H.B1 Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: a. The development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Analyze the role of environment in the development of early empires: Incas, Aztecs, and Mayans.			
Standard(s)			
State Content Standard G.F1 Analyze and evaluate the impact of physical and human geographical factors on major historical events.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Determine the importance of agricultural			

advances to the development of each civilization.			
Standard(s)			
State Content Standard G.E5 Analyze the consequences of human modification of the environment and evaluate the changing landscape.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Describe the similarities and differences among the Aztec, Inca, and Maya civilizations including economy, religion, government, and class structure.			
Standard(s)			
State Content Standard H.B1c Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: c. The origin and impact of ideologies, religions, and institutions upon human societies. GV.A4 Compare and contrast how different societies have governed themselves over time and in different places.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Explain how Inca, Aztec, and Mayan civilizations expanded.			
Standard(s)			
State Content Standard H.A6 Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction. H.A7 Understand that history is dynamic and composed of key turning points. H.B1 Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: b. Human communities and their relationships with climate, subsistence base, resources, geography, and technology.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Construct a timeline of main events in the origin and development of civilizations in the Western Hemisphere.		Three Great Civilizations (Classzone McDougal)	

Standard(s)			
State Content Standard H.A1 Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Explain the reasons for the decline of each civilization.		Maya Rise and Fall (National Geo Interactive)	
Standard(s)			
State Content Standard H.A5 Understand that history is a narrative told in many voices and expresses various perspectives of historical experience. H.A7 Understand that history is dynamic and composed of key turning points. H.B1 Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: d. The consequences of peace and violent conflict to societies and their cultures. e. Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Summarize the major developments of the Mayan Civilization.		The Maya Civilization (TimeMap)	Calendar, writing system, concept of zero.
Summarize the major developments of the Aztec Civilization.		MesoAmerican BallGame (Interactive)	Calendar, astronomy, floating gardens, medicine.
Summarize the major developments of the Inca Civilization.		Ice Treasures of the Inca (National Geographic Interactive)	Terracing, road system, aqueduct
Standard(s)			
State Content Standard H.A6 Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction.			

Quarter 4
6th Grade Western Hemisphere

Unit 5: Latin America

In **Unit 5** students will be introduced to various geographical concepts of Latin America. Students will learn about different countries in Latin America along with the main physical features, climate, and vegetation present in the area. Students will also take a look at the history and government of the area. Students will examine the cultural aspects of Latin America and will look at population patterns, differing cultures, and current lifestyles. The unit will wrap up by having students examine the impact of people on the environment in Latin America.

Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Identify the major physical features and nations of Latin America located.	<ol style="list-style-type: none"> 1. Locate on a world and regional political-physical map major physical features. 2. Locate on a world and regional political-physical map nations of Latin America. 		Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, Atacama Desert, Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, Venezuela
Explain how location, climate, and natural resources affect people in Latin America.	<ol style="list-style-type: none"> 1. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade. 2. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade. 		Climate, Natural Resources, Rural, Urban
Explain the major environmental concerns of Latin America.	<ol style="list-style-type: none"> 1. Issues of air pollution in Mexico City, Mexico. 2. The destruction of the rainforest in Brazil. 3. Oil-related pollution in Venezuela 		
Standard(s)			
State Content Standard G.E1 Understand how resources have been developed and used. G.E2 Recognize and assess local, regional, and global patterns of resource use. G.E3 Understand the varying capacities of physical systems, such as watersheds, to support human activity.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Explain the effects of European colonization. (i.e. slavery, colonialism, civil war, disease)	<ol style="list-style-type: none"> 1. Explain triangular trade and its impact. 2. Describe the influence of African slavery on the economic and cultural development of the Americas. 		Spanish, Cortés, Montezuma, Pizarro, Atahualpa, Smallpox, Tenochtitlán, Conquistadors, Indigenous people, Triangular trade
Discuss how Latin American countries gained their independence.	Explain the Latin American independence movement.		Toussaint L'Ouverture, Simon Bolivar, Miguel Hidalgo

Standard(s)			
State Content Standard H.B2 Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world. G.B2 Analyze how places are formed, identified, named, and characterized.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Compare the characteristics of various cultures in Latin America (beliefs, languages, life styles, religions, traditions, etc.).	<ol style="list-style-type: none"> 1. The results of blending of ethnic groups in Latin America and the Caribbean. 2. Why Latin America is a region based on the languages of Portuguese and Spanish. 3. The influence of the Spanish and the Portuguese on the language and religions of Latin America. 		Ethnic group, Portuguese, Spanish, Mestizo, Mulatto, Dialects, Medieval, Usurped, French, Cultural diversity, Roman Empire, Roman Catholicism, Romance languages, Line of Demarcation, Treaty of Tordesillas
Standard(s)			
State Content Standard G.B7 Understand that a region is a distinct area defined by one or more cultural or physical features.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Describe the economic systems of Latin America.	<ol style="list-style-type: none"> 1. Compare and contrast the basic types of economic systems found in Cuba, and Brazil. 2. Describe how trade has impacted Mexico's economic development. 3. Describe how Chile's location and resources affect its economy. 		Cuba Brazil, Command economy, Traditional economy, Market economy, Mixed economy, Continuum, Pure market, Pure command, Currency, International trade
Standard(s)			
State Content Standard GV.D5 Analyze the causes, consequences, and possible solutions to current international issues. GV.G1 Apply economic principles to actual world situations.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Contrast the international border between the U.S. and Mexico with that of the U.S. and Canada.			
Standard(s)			
State Content Standard GV.D3 Understand how national politics and international affairs are interrelated with the politics and interests of the state.			

Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Explain the significance of rainforest in the region.	<ol style="list-style-type: none"> 1. Cultural and environmental significance to regions. 2. Economic impact the economic development of Central America and Brazil. 		Amazon Rain forest, Eco-tourism
Standard(s)			
State Content Standard G.E2 Recognize and assess local, regional, and global patterns of resource use. G.E3 Understand the varying capacities of physical systems, such as watersheds, to support human activity. G.E4 Determine the influence of human perceptions on resource utilization and the environment. G.E5 Analyze the consequences of human modification of the environment and evaluate the changing landscape.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Explain the importance of the Panama Canal.	<ol style="list-style-type: none"> 1. Reasons why the U.S. wanted to build the Panama Canal 2. The impact that the Panama Canal has had on key global affairs since its construction. 		
Standard(s)			
State Content Standard G.D1 Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Describe the different types of political rule in Latin America.	<ol style="list-style-type: none"> 1. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens. 2. Explain why refugees leave their country- (political vs. economic) 		Communist/Communism Dictatorship/Dictator Cuban Revolution Fidel Castro
Standard(s)			
State Content Standard G.B3 Relate how people create similarities and differences among places. G.B4 Discuss how and why groups and individuals identify with places. G.B6 Make informed decisions about where to live, work, travel, and seek opportunities. G.B7 Understand that a region is a distinct area defined by one or more cultural or physical features.			
Objective(s)	Key Concepts	Activities(s)	Essential Vocabulary
Compare commonwealth status to that of an independent nation.			