



Wolcott Public Schools

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Middle School Curriculum Grade 6 Geography and Global Cultures



Children are our Future...

GEOGRAPHY AND GLOBAL CULTURES

GRADE 6

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.

Departmental Philosophy:

The aim of Social Studies at Tyrrell Middle School is to help students acquire the knowledge and skills necessary to be productive members of our ever-changing society. During a student's time at Tyrrell Middle School he will have an opportunity to not only be exposed to various time periods, regions, and cultures, but also be able to identify ways in which these topics are interconnected and their impact on the current world landscape. Students will be asked to utilize technology to demonstrate their knowledge of these areas of study. Through reading both primary and secondary nonfiction texts, students will be able to respond to questions posed as related to the content they are studying.

Course Description:

Geography and Global Cultures is an exploration of the world today. This course introduces students to the different aspects of geography and various cultures around the world through the regional study of the seven continents. The emphasis of this course is on physical and cultural landscapes worldwide, and the relationships people have with them - positive and negative. Instruction is guided by the five themes of geography: location, region, place, movement, and human environment interaction (also known as relationship). Throughout the year students will come to understand their own culture as well as cultures around the world, and recognize their roles and responsibilities as citizens and leaders in the global community.

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Content Standard 3: Historical Themes: *students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>3.5 Describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature and music to express their beliefs, sense of identity, and philosophical ideas</p>	<p>Read about, discuss, and listen to music from various parts of the world. Answer questions based on the text read.</p>	<p>Short answer questions Informal teacher observation</p>	<p><u>People, Places, and Change</u> supplemental activity: CD with music from around the world and articles to accompany the CD</p>
<p>3.7 Identify and analyze the various causes and effects of movements of groups of people</p>	<p>Create a timeline of Mexico’s early history. Complete a cause and effect graphic organizer for notebook.</p>	<p>Written description of timeline SLAMS rubric</p>	<p>Textbook: Chapter 8 Section 1</p>

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Content Standard 5: United States Constitution and Government: *students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, and national decisions.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>5.2 Explain how the Constitution divides the power of government among the executive, legislative and judicial branches, and how each branch can check the power of another</p>	<p>Create a chart depicting each branch of government and its powers</p>	<p>Essay describing and three branches of the US government and the powers of each. Include examples of the use of each branch.</p>	<p><i>United Streaming: "Understanding the Constitution"</i> <i>United Streaming: TLC Elementary School: Separation of Powers</i> <i>United Streaming: Our Federal Government: The Presidency</i> <i>United Streaming: The Legislative Branch: Our Federal Government</i> <i>United Streaming: The Judicial Branch: Our Federal Government</i> Schoolhouse Rock Video- United States Government Teacher created resources (Textbook does not supply information.)</p>

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Content Standard: 6 Rights and Responsibilities of Citizens: *students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>6.2 Explain the meaning of political rights (e.g., the right to vote, right to assemble) as distinguished from personal rights (e.g., freedom of speech, freedom of movement)</p>	<p>North America: describe the government of United States and compare contrast the governments of Canada and Mexico – Venn Diagram and open ended questions</p>	<p>Essay—compare/contrast the US government to its neighbors both north and south. Evaluate the effectiveness of each form of government.</p>	<p>Textbook: Chapter 6 p. 114 Chapter 7 p. 135 Chapter 8 pgs. 172-173</p>
<p>6.3 Evaluate situations involving conflicts between rights and propose solutions to these conflicts</p>	<p>Role play current issues facing the US, Canada, and Mexico e.g. oil crisis, energy alternatives – NAFTA Meeting</p>	<p>Rubric of role play to assess accuracy of facts and plausible solutions.</p>	<p>Textbook: Chapter 6 section 3 pgs. 118-125 Chapter 7 pgs. 144-145, Chapter 8 pgs. 170 - 171</p>
<p>6.6 Identify and apply criteria useful in selecting political leaders at the local, state, and national levels</p>	<p>Mock Election – Presidential Race, State level senate/ representative race, Local mayoral race</p>	<p>Quiz – Electoral process include vocabulary, short answer, and CMT based questions</p>	<p><i>United Streaming: The Almost Painless Guide to the Election Process</i> <i>United Streaming: Hail to the Chief: Presidential Election</i> Teacher-created resource</p>

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Content Standard: 7 Political Systems: *students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
7.1 Describe and compare unlimited and limited government	Compare/contrast (essay form) the democratic government of the U.S. with that of a monarchy such as Saudi Arabia highlighting advantages and disadvantages of both governments	Rubric of the essay to assess accuracy of information Venn Diagram or other compare/contrast graphic organizer	Textbook: Chapter 5 pg. 86 Chapter 6 pg. 114 Chapter 20 pgs. 418-420
7.2 Explain the meaning of civic life, politics and government	Creation of political cartoons depicting civic life, politics, and government.	Presentation of cartoons, student assessment of a peer cartoon	Junior Scholastic political cartoons.
7.3 Compare and evaluate forms of government found outside of the United States	Power point of the governments of China, Japan, India – describe each with advantages and disadvantages of	Presentation and class discussion of power points, self assessment rubric	Textbook: Chapter 27 pgs. 579-581, Chapter 28 pgs. 601-606 Chapter 30 pgs. 662-665
7.4 Describe the role of the U.S. Constitution in the limitation of government powers	Poster of the balance of powers in the three branches of government in the U.S.	Open ended question “Explain the system of checks and balances and its effectiveness in US government.”	<i>United Streaming: Understanding the Constitution</i> <i>United Streaming: TLC Elementary School: Separation of Powers</i> Schoolhouse Rock Video – United States Government

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Content Standard: 8 International Relations: *students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state, and nation.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>8.2 Explain what foreign policy is and give examples of United States foreign policy</p>	<p>Class discussion of newspaper/Junior Scholastic article</p>	<p>Classroom observation Think-Pair-Share ideas and connections made during class discussion</p>	<p>Newspaper – nation and world sections Junior Scholastic</p>
<p>8.3 Describe the influence of U.S. political, economic, and cultural ideas on other nations and the influence of other nations ideas on the United States</p>	<p>Class discussion of newspaper/Junior Scholastic article</p>	<p>Classroom observation Use of Exit Slip at the end of class Quick write about a current political, economic, or cultural issue</p>	<p>Junior Scholastic Newspaper – nation and world sections</p>

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Content Standard: 9 Places and Regions: *students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
9.1 Describe human and natural characteristics of places and how they shape or place identity	Role play- write a journal entry as an Aborigine or Inuit explaining a day in your life and how you utilize the land around you to survive	Rubric for journal entry to check for accuracy of facts of Indian life and culture as well as personal connections	<i>United Streaming: “Australian Aborigines: The Oldest Surviving Culture on Earth</i> Textbook supplemental readings on Canada and Australia
9.2 Describe the process and impact of regional change	Africa: timeline of the independence of the countries of Africa	Written description of timeline and how the changes in Africa’s countries affects its people	Textbook: Unit 7
9.3 Examine ways in which regions are interconnected	Venn Diagram: Compare/Contrast territories and provinces of Canada (2 to 3) or the different regions of South America	Compare/contrast Venn Diagrams of classroom partners, teacher observation and rubric	<i>United Streaming: Geography of Canada</i> Textbook: Chapter 7
9.4 Identify and evaluate various perspectives associated with places and regions	Regionalism in Canada – class discussion and essay explaining the impact of regionalism in Canada	Rubric for essay to evaluate the level of comprehension of Canadian regionalism SLAMS Rubric	<i>United Streaming: Canada: Land of Diversity</i> Textbook: Chapter 7
9.5 Explain and assess how culture affects perception of places and regions			
9.6 Use latitude and longitude to locate places and calculate distances between places	Map of Indonesia’s countries and capitals absolute location of each, create a data table of distances	Rubric for map to assess for accuracy of placement and use of absolute location	Textbook: Chapter 29 Atlas

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<p style="text-align: center;"><u>PLACES AND REGIONS</u> (Continued)</p>			
<p>9.7 Locate natural and cultural features in their own and nearby communities, in the United States and other regions of the world, as needed, to answer geographic questions</p> <p>9.8 Demonstrate how personal knowledge and experiences influence an individual’s perception of places</p>	<p>Create a map of the physical regions of the U.S. and present to class one region of the U.S.- its natural and cultural features e.g. New England</p> <p>Whole Class Discussion and Essay: Entering middle school – student beliefs about middle school before entering middle school and beliefs now that they are students</p>	<p>Presentation/observation- teacher rubric and self assessment Test – North America</p> <p>Rubric for essay – teacher and student component for assessment to evaluate for accuracy of facts and depth of personal connections</p>	<p>Textbook: Chapter 6 Atlas</p> <p>Class Discussion, student notes</p>

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Content Standard: 10 Physical Systems: *students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>10.1 Understand how concepts of physical geography can be applied to explain natural processes</p>	<p>Construct a flow chart showing the creation of the Grand Canyon</p>	<p>Written description of flow chart peer sharing and assessment with positive and critical feedback</p>	<p>Textbook: pg. S13 Library text resources <i>United Streaming: Basics of Geology: Erosion and Weathering</i> <i>United Streaming: World's Best Series: Natural Wonders</i></p>
<p>10.2 Understand and apply how natural processes influence the formation and location of resources</p>	<p>Read about the snowmelt of the Alps and their influence on the formation and location of resources</p>	<p>Use of Exit Slip at the end of class</p>	<p>Textbook: Chapter 14 pgs. 280-281</p>
<p>10.3 Use basic climatic and other physical data to understand how natural processes shape environmental patterns</p>	<p>Create a travel brochure enticing people to come visit your place of interest based on your locations climate and physical landscape.</p>	<p>Rubric for brochure must include all five themes of geography, accurate information and use of persuasive writing Compare/contrast student brochures to exemplar models</p>	<p>Textbook: Chapter 3</p>

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Content Standard: 12 Human and Environment Interaction: *students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>12.1 Explain the essential features and functions of maps, globes, photographs, geographic models and satellite images</p>	<p>Group Projects: Create a poster explaining the advantages disadvantages of a particular map projection. Note taking on each particular map projection is done during group presentations</p>	<p>Quiz – Pose situations to students requiring them to choose the best map projection for the situation given. Use the textbook reading to guide your situations.</p>	<p>Textbook: Skills handbook Chapter 1 Chapter 3 <i>United Streaming: Maps and Their Uses</i> “<i>Discovering Geography</i>” video</p>
<p>12.2 Make maps, globes, models, charts and geographic databases</p>	<p>Label world map with continents, oceans, and major physical features to be studied throughout the year (at least two from each continent)</p>	<p>Test – World Map</p>	<p>Textbook: Atlas Desktop maps</p>
<p>12.4 Use maps, globes, models, charts and databases to analyze distributions and patterns</p>	<p>Whole class study of various maps of Europe.</p>	<p>Informal/Class Observation – questions provided for each map</p> <p>Formal – “Critical Thinking” questions provided with each map</p>	<p>Textbook: Unit 4 Atlas</p>
<p>12.5 Describe human and natural characteristics of places and how they shape or place identity</p>	<p>PowerPoint: The domestication of an animal.</p>	<p>Rubric for PowerPoint</p>	<p>Textbook: Chapter 5 and pg. 90 – Understanding Environment and Society</p>
<p>12.6 Draw a freehand map from memory of increasing and appropriate complexity to display geographic information and answer geographic questions</p>	<p>South America: draw a mental map of S.A., differentiate between regions with color</p> <p>Australia: Nonnative species in Australia case study</p>	<p>Map test of countries, capitals, physical features, and regions</p> <p>Open ended questions on the impact both positive and negative on nonnative species</p>	<p>Teacher-created list of domesticated animals – dogs, cats, pigs, horses, hawks, etc.</p> <p>Textbook: Chapters 10, 11, 12, Atlas</p> <p>Textbook: Chapter 32 pgs. 708-709</p>
<p>12.7 Demonstrate and explain ways that humans depend on, adapt to and alter the physical environment</p>			

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Content Standard: 13 Limited Resources: *students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
13.1 Compare the resources used by various cultures, countries and/or regions throughout the world	Create a chart depicting the most important resources used by the various regions of Africa.	Written description of chart, including student opinion of three most important resources and evidence to support opinion.	Textbook: Unit 7
13.2 Explain that households, businesses, governments, and societies face scarcity just as individuals do	Contrast the characteristics of renewable and non-renewable resources	Written description of chart, including the present need(s) for both types of resources and pros and cons of each.	Textbook: Chapter 4 Section 4
13.3 Define opportunity and cost, giving examples	Complete vocabulary boxes for each word	Example in unit test chapter 5	Textbook: Chapter 4-5 Internet Dictionary
13.5 Illustrate how resources can be used in a variety of ways	Create a chart showing the various uses of the buffalo by Native Americans.	Rubric for chart and written explanation of two examples from the chart	Textbook: Chapter 4
13.6 Explain economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output	Define GDP and compare and contrast GDP's of the U.S. and two other countries, focusing on what factors influence a country's GDP.	Informal class observation Exit slip at the end of class	Textbook: Chapter 4
13.7 Explain how technological change and innovation improves a society's productivity and economic growth	Describe and analyze the economic consequences of the building of the Suez Canal and Panama Canal (essay) Describe and analyze the economic consequences of the use of locks between the Great Lakes and St. Lawrence Seaway (essay)	Rubric for accuracy of information SLAMS rubric	Textbook: Chapter 22 pgs. 480-481 Chapter 9 pg. 186 Chapter 6 pg. 122

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Content Standard: 14 Economic Systems: *students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>14.1 Explain how different economic systems (traditional, market and command) use different means to produce, distribute and exchange goods and services</p>	OPEC, Mercosur, NAFTA- class discussion of the history and uses of each organization	Quick write of class discussion define each organization and explain its uses	Textbook: pgs. 144, 222, 424 Teacher created resources
<p>14.3 Describe the relationships among demand, supply and price and their roles in a market system</p>	Current Event Topic: (ex. oil crisis write a news article of the oil crisis highlight problems and solutions)	Rubric of article to assess information, use of wording, and visual aids	Newspaper Junior Scholastic
<p>14.5 Identify governmental activities that affect the local, state, national and international economy</p>			
<p>14.6 Describe how, in a market system, government enforces property rights and provides for standardized systems (e.g. weights and measures and money)</p>	EURO \$-define the rationale for the Euro	Create an advertisement for a European product	Newspaper Junior Scholastic

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Content Standard 15: Economic Interdependence: *students will demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and how trade results in change.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>15.1 Explain how specialization leads to more efficient use of economic resources and economic growth</p> <p>15.2 Explain why trade encourages specialization</p> <p>15.3 Explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living</p>	<p>Class discussion about specialization, highlight current local, state, and national examples: i.e.: the naming of regions in the US according to crops, or services provided (Bread Basket, Silicon Valley)</p> <p>NAFTA, OPEC- create a mission statement for either organization, include beliefs and policies</p>	<p>Create a map of US with examples of specialization</p> <p>Open ended question- do these organizations live up to their promises?</p>	<p>Textbook: pgs. 144, 424 Teacher created resources</p> <p>Textbook: pg. 144</p>

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Pacing Guide

September: Map Skills, Introduction to Geography, Five Themes of Geography, Climate Regions

October: *North America:* Government, regions, climates, local government of Wolcott

November: *South America:* Human-Environment Interaction, Imports and Exports

December: *Antarctica:* scientific studies, climate, animals

January: *Europe:* countries and capitals, United Kingdom, Iberian Peninsula, Scandinavia

February: *Southwest Asia:* (Arabian Peninsula, Iraq, Iran, Afghanistan) countries and capitals, current events, imports/exports, cultures, government

March: *China/Japan/India:* human environment interaction, imports/exports, government

April: *Southeast Asia (Indonesia):* government, climate, cultures

May: *Africa:* overview of the five regions, current issues, human environment interaction

June: *Australia:* climate, animals, current events

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Essential Questions

1. What is geography?
2. In what ways can physical geography affect human geography?
3. What are the five themes of geography?
4. How do each of the five themes of geography affect regions and cultures of the world?
5. How do you think like a historian?
6. In what ways are cultures around the world similar and different?
7. How do events occurring around the world impact the global community?
8. How will your knowledge and understanding of regions and people around the world affect your decisions in the future? Give specific examples.
9. How is Wolcott's system of governing similar and different to other local governments of towns and cities?

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Skills Objectives

The students will be able to:

1. Utilize geographic terms to enhance their class discussion and writing.
2. Describe geography, both physical and human.
3. Describe the five themes of geography.
4. Explain the impact each of the five themes of geography has on a country or region and its people.
5. Analyze how the lives of people in different parts of the world are similar to and different from their life and the lives of those around them.
6. Examine and assess events occurring in different countries or regions of the world and their impact on their community as well as the global community.
7. Identify, comprehend, and explain main ideas presented in non-fiction reading materials.
8. Develop expository responses to course essential questions.

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Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.