

WORLD GEOGRAPHY: GRADE 6

Sixth-grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay.

GEOGRAPHY

- G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational for Grade 7)
 - 1.1 Spatial Thinking
 - 1.2 Geographical Inquiry and Analysis
 - 1.3 Geographical Understanding
- G2 Places and Regions
 - 2.1 Physical Characteristics of Place
 - 2.2 Human Characteristics of Place
- G3 Physical Systems
 - 3.1 Physical Processes
 - 3.2 Ecosystems
- G4 Human Systems
 - 4.1 Cultural Mosaic
 - 4.2 Technology Patterns and Networks
 - 4.3 Patterns of Human Settlement
 - 4.4 Forces of Cooperation and Conflict
- G5 Environment and Society
 - 5.1 Humans and the Environment
 - 5.2 Physical and Human Systems
- G6 Global Issues
 - 6.1 Global Topic Investigation and Issue Analysis

CIVICS AND GOVERNMENT

- C1 Purposes of Government
 - 1.1 Nature of Civic Life, Politics, and Government
- C3 Structure and Functions of Government
 - 3.6 Characteristics of Nation-States
- C4 Relationship of United States to Other Nations and World Affairs
 - 4.3 Conflict and Cooperation Between and Among Nations

ECONOMICS

- E1 The Market Economy
 - 1.1 Individual, Business, and Government Choices
- E2 The National Economy
 - 2.3 Role of Government
- E3 The International Economy
 - 3.1 Economic Systems
 - 3.3 Economic Interdependence

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION

Sample World Geography Compelling and Supporting Question

6th	How do diffusion, trade, and migration affect people in different places?	1) How have cultural ideas diffused among different places? 2) Why do people engage in trade? 3) Why do people migrate among different countries? Standards Connection: 6 – G1.2.3, 6 – G1.3.1, 6 – G2.2.1, 6 – G2.2.2, 6 – G4.1.1, 6 – G4.1.3, 6 – G4.1.4, 6 – G4.2.1, 6 – G4.3.3, 6 – G4.4.1
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GEOGRAPHY**G1 THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND**

The use of technology has dramatically enhanced the ability of teachers and students to see the world in different ways. Geo-spatial technology includes geographic information systems (GIS), remote sensing, and global positioning systems (GPS), and the ability to look at places all around the world has allowed students to do geography, not just learn it.

Learning how to use technology is only part of learning to think spatially. Geographically literate people: know about our complex interconnected world; understand science and social science concepts; use maps, data and geo-spatial technologies; and use spatial reasoning. Spatial reasoning involves the following: looking at patterns; analyzing connections between places; understanding how the conditions at one place can be similar or very different from another; trying to understand how location is important; and seeing why some characteristics tend to occur together in places.

Geographers also look at the world with an ecological perspective. What are the relationships within ecosystems, and what role do humans have in using, modifying, and adapting to different environments from a local to global scale?

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

6 – G1.1.1 Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales.

Examples may include but are not limited to: looking for the significance of location, making comparisons among places and regions, identifying spatial patterns and comparing patterns, exploring how places and people are connected as well as how people are part of, use, and impact the environment. Spatial analysis can also involve looking at an issue at different scales in order to provide different insights.

6 – G1.1.2 Draw a sketch map, or add information to an outline map, of the world or a world region.

Examples may include but are not limited to: locate the following on a world map: the United States, North and South America, Africa, Europe, and Asia; continents; oceans; and latitude lines — equator, Prime Meridian, tropics of Cancer and Capricorn, Arctic and Antarctic circles using Geographic Information Systems (GIS), drawing, or web-based programs.

G1.2 Geographical Inquiry and Analysis

Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environments, in their communities and within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, critically analyze the information, and present the results.

6 – G1.2.1 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.

6 – G1.2.2 Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.

Examples may include but are not limited to: different countries may label disputed territories differently, remote sensing images provide information not visible to humans.

6 – G1.2.3 Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.

6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

Examples may include but are not limited to: pictures, aerial photos, and remote sensing images.

6 – G1.2.5 Locate and use information from GIS and satellite remote sensing to answer geographic questions.

Examples may include but are not limited to: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.

6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.

Examples may include but are not limited to: how natural characteristics are associated with sparse population densities, how different combinations of natural and human factors lead to different densities, and why major cities are located where they are.

G1.3 Geographical Understanding

The purpose of middle school geography curriculum is to develop content, themes, skills, and perspectives that can help students understand a diverse and interconnected world.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.

Examples may include but are not limited to:

- “place” deals with the natural and human characteristics of a place while “location” deals with where the place is, especially relative to other places.
- “human-environment interaction” deals with resources, human adaptation, and human impact, as well as natural catastrophes.
- “movement” includes migration of people, transportation of goods and services, and the diffusion of information, as well as the movement of material in natural cycles, such as water through hydrology.
- “regions” are generalizations about the common characteristics of areas.

6 – G1.3.2 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2 PLACES AND REGIONS

Describe the cultural groups and diversities among people who are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

G2.1 Physical Characteristics of Places

Describe the physical characteristics of places.

6 – G2.1.1 Locate and describe the basic patterns of landforms.

Examples may include but are not limited to: patterns at a continental scale or larger.

6 – G2.1.2 Locate and describe the basic patterns and processes of plate tectonics.

Examples may include but are not limited to: the location of continental plates and the Ring of Fire. Processes include plate movement, uplift, earthquakes, and volcanism.

6 – G2.1.3 Locate and describe the characteristics and patterns of major world climates and ecosystems.

Examples may include but are not limited to: tropical wet and tropical wet-dry, arid and semi-arid, sub-tropical, continental, and arctic climates. Ecosystems include tropical rain forest, savanna, grassland, desert, temperate and coniferous forests, tundra, oceans, and ice caps.

G2.2 Human Characteristics of Places

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.

6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology.

Examples may include but are not limited to: how changes in transportation and communication technology influence where people live, how changes in manufacturing influence where factories are located, and how changes in energy technology reduce or increase economic activity and environmental impact. Examples also include negative impacts on communities, such as job loss when a technology changes and economic activities move.

6 – G2.2.3 Explain how culture and experience influence people’s perceptions of places and regions.

Examples may include but are not limited to: how an immigrant and a resident might view a community, how a tourist might see a culture differently than someone who was born and lives there, and how international travel might change a person’s perspective.

6 – G2.2.4 Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population.

6 – G2.2.5 Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place.

Examples may include but are not limited to: how physical features, including mountains, rivers, coasts, deserts, and natural resources, as well as human factors such as political boundaries and accessibility, can affect community size and location. Additional examples might include how groups of people with different levels of economic or political power might choose or be restricted to different locations.

G3 PHYSICAL SYSTEMS

Describe the physical processes that shape the Earth’s surface that, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

G3.1 Physical Processes

Describe the physical processes that shape the patterns of the Earth’s surface.

6 – G3.1.1 Interpret and compare climographs from different latitudes and locations.

Examples include but are not limited to: how latitude and elevation impact South American ecosystems, how latitude and seasons affect African ecosystems, and how climate change impacts ecosystems.

6 – G3.1.2 Explain the factors that cause different climate types.

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on Earth’s surface.

6 – G3.2.1 Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity.

Examples may include but are not limited to: deciduous forest versus prairies in the United States, tropical rain forest versus savanna and desert in Africa, and tundra versus coniferous forests in Canada or Russia.

G4 HUMAN SYSTEMS

Explain that human activities may be seen on Earth’s surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

G4.1 Cultural Mosaic

Describe the characteristics, distribution, and complexity of Earth’s cultural mosaic.

6 – G4.1.1 Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change.

Examples may include but are not limited to: describing the spread of businesses such as fast food franchises, sports like karate or soccer, products like athletic shoes, languages like English, or diseases like the Zika virus.

6 – G4.1.2 Compare and contrast the gender roles assigned to men and women in different societies.

Examples may include but are not limited to: how different religions and/or nations assign, expect, or require different roles for men and women, such as who can vote, own property, or hold office. Note that gender roles are culturally defined and vary widely. Within a culture, the majority of traditional roles have varying degrees of acceptance and change over time.

6 – G4.1.3 Describe cultures of the region being studied, including the major languages and religions.

6 – G4.1.4 Explain how culture influences the daily lives of people.

Examples may include but are not limited to: how people make a living, raise families, educate children and practice their religion in different cultures and communities.

G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, resources, products, and ideas.

6 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products, and spread ideas throughout the world.

Examples may include but are not limited to: the advantages and disadvantages of trucks, trains, ships, and planes for transporting people and/or material; the advantages and disadvantages of print, radio, television, the Internet, and social media for moving information.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

6 – G4.3.1 Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.

Examples may include but are not limited to: recovering land in the Netherlands, irrigating deserts or clearing forests for agriculture, and using air conditioning in the southern United States. A technology example might be how irrigation technology changed farming in the Great Plains or how the Green Revolution changed farming in Asia.

6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do and how people make their livings.

Examples may include but are not limited to: coastal and river towns in the past and present, the location of mega-cities, and how people make their livings in different locations. Examples also include forced settlement and/or restrictions on resettlement.

6 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

Examples may include but are not limited to: refugee migrations, economic migrations, seasonal migration, and migrations from rural to urban.

G4.4 Forces of Cooperation and Conflict

Explain how forces of cooperation and conflict among people influence the division of the Earth's surface and its resources.

6 – G4.4.1 Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6 – G4.4.2 Evaluate examples of cooperation and conflict within the region under study from different perspectives.

Examples may include but are not limited to: cooperation between the United States and Canada to protect the fresh water of the Great Lakes, cooperation efforts to stop the spread of diseases among populations, or conflict over control of islands in the South China Sea.

G5 ENVIRONMENT AND SOCIETY

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use the Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how humans use and modify the environment.

6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.

Examples may include but are not limited to: how population pressure impacts deforestation in Brazil, how higher standards of living increase pollution in China, how the use of plastics in the United States can impact water resources, and how use of fossil fuels leads to climate change.

6 – G5.1.2 Explain how different technologies can have positive and negative impacts on the environment.

Examples may include but are not limited to: water management, energy examples include advantages and disadvantages of wind and solar power generation, as well as fracking and tar sands mining; transportation examples might include road and rail transportation and expansion of cities; agricultural examples might include terracing, deforestation, or the use of pesticides and herbicides.

6 – G5.1.3 Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.

Examples may include but are not limited to: how cutting forests in one region may result in flooding downstream, how plastic litter in the watershed leads to lake and ocean pollution, how over-fertilization and phosphate use can lead to changes in water quality, and how different factors lead to global climate change, which may impact regions differently.

6 – G5.1.4 Define natural resources and explain how people in different places use, define, and acquire resources in different ways.

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

6 – G5.2.1 Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change.

Examples may include but are not limited to: how drought in Africa and Syria is leading to emigration, how coral bleaching is leading to reduced tourism in Australia and the Caribbean, how earthquakes are leading to revised building codes, or how sea level rise is leading to coastal flooding and barrier construction.

6 – G5.2.2 Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.

Examples may include but are not limited to: how building in flood plains increases the likelihood of a natural disaster, and how the federal Soil Conservation Service works to prevent a natural disaster, such as the Dust Bowl.

G6 GLOBAL ISSUES

A global issue is one that has an impact affecting many regions of the world.

G6.1 Global Topic Investigation and Issue Analysis

6 – G6.1.1 Identify global issues.

Examples may include but are not limited to: natural disasters, immigration, food production, food distribution, the impact of climate change, population growth, resource use and depletion, meeting the needs of refugees, migration, poverty, economic development, conflict, and terrorism.

6 – G6.1.2 Investigate a contemporary global issue by applying the skills of geographic inquiry.

Examples may include but are not limited to: asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions when practical; using inquiry methods to acquire content knowledge and appropriate data about the issue; identifying the causes and consequences and analyzing the impact, both positive and negative.

6 – G6.1.3 Develop a plan for action:

- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying a position with a reasoned argument.
- develop an action plan to address or inform others about the issue, at local to global scales.

CIVICS AND GOVERNMENT

C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics, and government and explain their relationships.

6 – C1.1.1 Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.

Examples may include but are not limited to: protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion. Purposes may also include keeping an ethnic group or party in power. Governments may include those of nation-states, newly independent states, emerging states, and other governmental entities such as tribal governments.

C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how they may interact.

6 – C3.6.1 Define the characteristics of modern nation-states.

Examples may include but are not limited to: a specific territory, clearly defined boundaries, citizens, collect taxes and provide services, jurisdiction over people who reside there, laws, and government.

6 – C3.6.2 Compare and contrast various forms of government around the world.

Examples may include but are not limited to: democracies, parliamentary systems, dictatorships, oligarchies, and theocracies.

C4 RELATIONSHIP OF UNITED STATES TO OTHER GOVERNMENTS, WORLD ISSUES, AND WORLD GOVERNING ORGANIZATIONS

Explain ways in which governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force, and the threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that governments interact both positively and negatively.

6 – C4.3.1 Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states.

Examples may include but are not limited to: climate change, and human and civil rights; within the United States, federal/tribal relations in the United States.

6 – C4.3.2 Explain the challenges to governments to address global issues, and the international cooperation needed to do so.

6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

Examples may include but are not limited to: the North American Free Trade Agreement (NAFTA) or subsequent agreements, the North Atlantic Treaty Organization (NATO), the Organization of American States (OAS), the United Nations (UN), the Universal Declaration of Human Rights, and the Paris Climate Accord.

ECONOMICS

E1 THE MARKET ECONOMY

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

E1.1 Individual, Business, and Government Choices

Describe how individuals, businesses, and government make economic decisions when confronting scarcity or surpluses in the market economy.

6 – E1.1.1 Explain how incentives and disincentives in the market economy can change the decision-making process.

Examples may include but are not limited to: acquiring money, profit, and goods; wanting to avoid loss of position in society; job placement; taxes on cigarettes to discourage smoking; raising prices to increase profit.

E2 THE NATIONAL ECONOMY

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy.

6 – E2.3.1 Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.

Examples may include but are not limited to: implications of economic sanctions on all countries involved.

E3 INTERNATIONAL ECONOMY

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

6 – E3.1.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?

6 – E3.1.2 Compare and contrast the economic and ecological costs and benefits of different kinds of energy production.

Examples may include but are not limited to: oil, coal, natural gas, nuclear, biomass, solar, hydroelectric, geothermal, wind, and the impact of each.

E3.3 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

6 – E3.3.1 Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.

6 – E3.3.2 Diagram or map the flow of materials, labor, and capital used to produce a consumer product.

Examples may include but are not limited to: global supply chain, computer production, automobile production.

6 – E3.3.3 Explain how communication innovations have affected economic interactions and where and how people work.

Examples may include but are not limited to: Internet-based home offices, international work teams, international companies, online shopping.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Global Issue, and Civic Participation

6 – P3.1.1 Integrate Michigan process and skills standards into a grade-appropriate project. Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions. Identify public policy issues related to global topics and issues studied. For example:

- use Michigan social studies process and skills methods to acquire content knowledge and appropriate data about the issue.
- identify the causes and consequences and analyze the impact, both positive and negative.
- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying a position with a reasoned argument.
- develop an action plan to address or inform others about the issue at a local, national, or global scale.

P4.2 Civic Participation

Act constructively to further the public good.

6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

6 – P4.2.2 Engage in activities intended to contribute to solving the local, national or global issues studied.

6 – P4.2.3 Participate in projects to help or inform others.