

World Geography – Grade 6
Curriculum Unit Profiles

New Bedford Public Schools



**“Profiles for Success”
Grade 6 – World Geography**



**Unit I:
Mapping Skills &
Geography Skills**

Unit Overview: In this unit, students will utilize and apply all mapping and geography skills as they apply to South America. By the end of the unit, students should be able to apply these skills to all areas of the world.

In this unit, students will master the following standards:

History and Geography Standards - 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

South America: SAM.1, SAM.2, SAM.3, SAM.4

Unit Goal(s): Students will learn about and utilize mapping skills, vocabulary and interpret information from maps, charts, graphs, and apply their knowledge to South America.

Unit Essential Why are maps, charts, and graphs important to you and to geography?

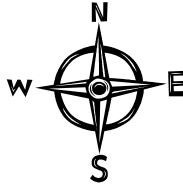
Question(s): How do you use maps, charts, and graphs in everyday life?

How does knowledge of maps, charts, and graphs help you navigate through a continent such as South America?

Unit Outcomes: *The students will be able to ...*

1. Identify and explain how to use various types of maps, charts, graphs and other geographic tools.
2. Define and utilize essential vocabulary terms.
3. Describe the importance of being able to use maps, charts, graphs and other resources.
4. Explain how applying these skills enable one to thoroughly understand and study a continent such as South America.

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**Unit II:
The Five Themes of
Geography**

Unit Overview: In this unit, students will identify, describe and apply the five themes of geography (location, place, human environment interaction, movement and region).

In this unit, students will master the following **standards**:

Europe: E.1, E.2, E.3,

Africa: A.1, A.2, A.3, A.4

Unit Goal(s): Students will appreciate the five themes of geography and how they relate to Europe and Africa.

Unit Essential Question(s): Explain how it is possible for the five themes of geography to link people, places, and environment of the past and the present.

Unit Outcomes: *The students will be able to*

1. Identify and describe the five themes of geography.
2. Identify and describe the differences between absolute and relative locations of European countries.
3. Compare and contrast the different regions within Europe.
4. Justify how the movement of goods and products influence the culture of different European countries.
5. Explain how Europeans depend on their environment to satisfy their basic needs.
6. Differentiate between natural and cultural characteristics within the continent of Europe.
7. Identify and describe the differences between absolute and relative locations of African countries.
8. Compare and contrast the different regions within Africa.
9. Justify how the movement of goods and products influence the culture of different African countries.
10. Explain how Africans depend on their environment to satisfy their basic needs.

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11. Differentiate between natural and cultural characteristics within the continent of Africa.



**Unit III: The World
Government &
Economic Systems**

Unit Overview: In this unit, students will analyze the various forms of government and economic systems found throughout the world and specifically with in the continent of Asia.

In this unit, students will master the following **standards:**

Economics Standards: 6.10, 6.11, 6.12, 6.13, 6.14, 6.15

Government Standards: 6.8, 6.9 (Also, “Optional Topics for Study” from the *Massachusetts Curriculum Frameworks* (see appendix)

NEA.7, SEAO.7, CSA1, CSA.2, CASA.3, CSA.4

Unit Goal(s): The students will understand the various forms of government and economic systems seen in Asia, but also can be found throughout the world.

Unit Essential Question(s): Explain why a country needs a government and economy in order to function in the world.

Unit Outcomes: *The students will be able to*

1. Classify and analyze a specific country in Asia based on government and describe its economy.
2. Analyze how the economy of Asia is so diverse.
3. Create an illustration of how supply and demand has impacted a certain country (ie. manufactured goods, natural resources, etc.)
4. Compare and contrast the different types of government and economic systems found in Asia.
5. Describe the importance of government and economic systems.
6. Create a graph and map illustrating how independence was achieved.

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Appendix: Optional Topics for Study (to be used with Unit 3)

- Describe the general level of education in selected countries in Western Asia and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Western Asia. (G, H, E)
- Describe major ethnic and religious groups in various countries in Western Asia. (G, H, E) ■ Compare the form and structure of government for Turkey, Saudi Arabia, Jordan, Iraq, Iran, and Israel. (C)
- Identify the methods used to compensate for the scarcity of water in some areas. (E)
- Identify where the Kurds live and what their political aspirations are. (H)
- Discuss the reasons for and the effects of the United Nations’ attempt in 1947 to partition the remainder of the Palestine Mandate, including the migration of tens of thousands of European Jews to Palestine; the flight of about 650,000 Arabs from Israel during its War of Independence in 1948; and the flight of more than 800,000 Jews in Arab countries to Israel after 1948. (H, G)

Massachusetts Curriculum Frameworks for History and Social Sciences (2003) (page 36)