

LINCOLN PUBLIC SCHOOLS

Social Studies Learning Expectations: Grade 6

Standard: World Geography

Massachusetts Standard:

The Five Themes of Geography

Location
Place
Movement
Region
Human-
Environment
Interaction

Big Ideas

- ❑ The **Five Themes of Geography** (location, place, region, movement and human-environment interaction) are tools used by geographers to study the physical and political geography of the world.
- ❑ **Location** refers both to absolute location indicated by longitude and latitude and to relative location, indicated by direction, distance, or travel time.
- ❑ **Place** refers to the physical and human characteristics of a place such as land forms, bodies of water and landmarks and culture/customs.
- ❑ **Human-Environment Interaction** encompasses the many ways in which people have adapted to and depended upon their surroundings or altered them for economic, political or cultural reasons.
- ❑ **Movement** defines how people are connected with and dependent upon other regions, cultures and people of the world.
- ❑ **Region** refers to unifying characteristics that are either physical, human and/or cultural. Characteristics such as religious beliefs, language, customs, and landforms provide connections among people and places.

Key Outcomes

- ❑ Students will demonstrate an understanding of **the theme location** by using latitude and longitude lines to pinpoint exact or absolute location and using tools of relative location to indicate the approximate location of places in the world and explaining the connections among land, water and technology.
- ❑ Students will demonstrate an understanding of **the theme place** by describing physical and human characteristics that identify the unique nature of places on the earth.

- ❑ Students will demonstrate an understanding of **the theme region** by analyzing the unifying physical, human, and cultural characteristics that form connections among geographic units and explaining how regions change over time.
- ❑ Students will demonstrate an understanding of **the theme movement and how and why people interact with other people, places and products** by describing where resources are located, who needs them, and how they are transported over the earth's surface and by analyzing the importance of immigration, communication and interdependence in local, national, and international environments.
- ❑ Students will demonstrate an understanding of **the theme human-environment interaction as important to environmental responsibility** by assessing the positive and negative effects and widespread consequences of human-environment interaction and describing the numerous ways in which humans have altered, adapted to and depended upon the environment throughout various world regions.

Essential Knowledge and Skills

Students will be able to:

- ❑ Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (*DOE 6.1 G*).
- ❑ Use geographic terms correctly, such as *delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization*. (*DOE 6.2 G*).
- ❑ Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (*DOE 6.3 G*).
- ❑ Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (*DOE 6.4 G*).
- ❑ Identify how current world atlases are organized and the kind of information they provide for each continent and country. (*DOE 6.5 G*).
- ❑ Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the International Date

Line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (DOE 6.6 G).

- ❑ Use the following demographic terms correctly: *ethnic group*, *religious group*, and *linguistic group*. (DOE 6.7 G).
- ❑ Define what a nation is and give examples of the different ways nations are formed. (DOE 6.8 C).
- ❑ Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations), World Heritage Sites, European Union, OPEC Organization of Petroleum Exporting countries and explain their purposes and functions. (DOE 6.9 C).
- ❑ Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (DOE 6.10 E).
- ❑ Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (DOE 6.11 E).
- ❑ Define supply and demand and describe how changes in supply and demand affect prices of specific products. (DOE 6.12 E).
- ❑ Identify the key elements of a market economy. (DOE 6.13 E).
- ❑ Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (DOE 6.14 E).
- ❑ Compare the standard of living in various countries today using Gross Domestic Product (GDP) per capita, Human Development Index (HDI) and life expectancy as an indicator. (DOE 6.15 E)

Massachusetts Department of Education Coding System

H- History

G- Geography

C- Civics and Government

E-Economics

LINCOLN PUBLIC SCHOOLS
Social Studies Learning Expectations: Grade 6

**Standard:
World Geography**

Africa

**Massachusetts
Standard:**

Students will understand the physical and political geography of each continent, including the five major themes of geography: location, place, region, human environment interaction, and movement.

Big Ideas

- ❑ Rivers change as they flow across the Earth's surface.
- ❑ Ethnic group differences affect who controls resources and power in a society.

Key Outcomes

- ❑ Students will demonstrate an understanding of **the five themes of geography and their relationship to the continent of Africa** by describing the location, physical and human characteristics, environmental issues, and the ways people, goods and ideas move from place to place.
- ❑ Students will demonstrate an understanding of **the physical features of the Nile River and how people use the river** by explaining the importance of hydroelectric potential and perennial irrigation.
- ❑ Students will demonstrate an understanding of **the history of Apartheid in South Africa** by comparing and contrasting life before and after Apartheid.

Essential Knowledge and Skills

Students will be able to:

- ❑ Locate on a map of the world the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley.
- ❑ On a map of Africa, locate the northern, eastern, western, central and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope.
- ❑ Explain how the following factors have influenced settlement and the economics of major countries of Africa.
 - A. Absolute and relative location
 - B. Climate
 - C. Major physical characteristics including wildlife, natural resources, and human environment interaction
 - D. Human characteristics including major ethnic and religious groups in African nations.
 - E. Population size, distribution, and medial issues
 - F. Human Development Index
 - G. Obstacles to economic development in African nations including linguistic, tribal, religious and political diversity and mirco-entrepreneurs.

LINCOLN PUBLIC SCHOOLS
Social Studies Learning Expectations: Grade 6

**Standard:
World Geography**

Antarctica

**Massachusetts
Standard:**

Students will understand the physical and political geography of each continent, including the five major themes of geography: location, place, region, human environment interaction, and movement.

Big Ideas

- ❑ Climate change impacts ecosystems on planet Earth.

Key Outcomes

- ❑ Students will demonstrate an understanding of the **five themes of geography and their relationship to the continent of Antarctica** by describing the location, physical and human characteristics, environmental issues, and the ways people, goods and ideas move from place to place.
- ❑ Students will understand **the theory of climate change** by describing the change in the number of Adele(sp?) penguins living on the Antarctic peninsula, tracking the amount of shrinkage in the Larsen Ice Shelf, and measuring the rise and fall of temperature in various locations around the continent of Antarctica.

Essential Knowledge and Skills

Students will be able to:

- ❑ On a map of the world, locate Antarctica, the Southern Ocean, the South Pole, the Antarctica Peninsula and the Ross Sea, Weddell Sea and the Polar Plateau.
- ❑ Explain how the following factors have influenced the development of research bases:
 - A. Absolute and relative location
 - B. Climate
 - C. Major physical characteristics including wildlife, natural resources, and human environment interaction.
 - D. The Antarctic Treaty

LINCOLN PUBLIC SCHOOLS
Social Studies Learning Expectations: Grade 6

**Standard:
World Geography**

Asia

**Massachusetts
Standard:**

Students will understand the physical and political geography of each continent, including the five major themes of geography: location, place, region, human environment interaction, and movement.

Big Ideas

- ❑ Valuable natural resources affect a region.
- ❑ Climate influences human activity in a region.
- ❑ People are responsible for the protection of the world's special places.
- ❑ Countries in Asia meet the challenges created by a large and growing population.
- ❑ Population density affects the way people live.

Key Outcomes

- ❑ Students will demonstrate an understanding of the **five themes of geography and their relationship to the continent of Asia** by describing the location, physical and human characteristics, environmental issues, and the ways people, goods and ideas move from place to place.
- ❑ Students will demonstrate an understanding of **how the valuable natural resource of oil impacts the countries of Southwest Asia** by explaining how oil is formed, where it is distributed and how it has affected the countries of the Middle East in different ways.
- ❑ Students will demonstrate an understanding of **the effects of the monsoons in South Asia** by explaining how monsoons impact the four areas in this region and how the people adapt.
- ❑ Students will demonstrate an understanding of **the physical challenges faced by climbers ascending Mount Everest and their impact on the environment** by describing the four stages of the climb, the adaptations faced by the climbers at each level and the importance of preserving World Heritage Sites, such as Everest.
- ❑ Students will demonstrate an understanding of the **challenges created by China's large and increasing population** by analyzing three plans implemented by the Chinese government to meet the challenges presented by a growing population and recommending plans for countries facing similar challenges.
- ❑ Students will demonstrate an understanding of **how population density affects life in Japan and ways geographers measure how crowded a country is** by describing how population density affects transportation, housing, land use and health in Japan and other countries of the world.

Essential Knowledge and Skills

Students will be able to:

- ❑ Locate on a map of the world the continent of Asia, the regions of Southwest Asia or the Middle East, Central and South Asia, Southeast Asia, and North and East Asia.
- ❑ On a map of Asia, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, the Persian Gulf, the Arabian Sea, the Bay of Bengal, the Ganges River, the Deccan Plateau, the Himalaya Mountains, the South China Sea, the Arctic Ocean, the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Yellow and Yangtze Rivers and Siberia.
- ❑ Explain how the following factors have influenced settlement and the economics of major countries of Asia.
 - A. Absolute and relative location
 - B. Climate
 - C. Major physical characteristics including wildlife, natural resources, and human environment interaction
 - D. Human characteristics including major ethnic and religious groups in Asian nations.
 - E. Population size and demographics
 - F. Human Development Index
- ❑ Describe why the Chinese government seeks to control population growth and the methods it uses to control population growth

LINCOLN PUBLIC SCHOOLS

Social Studies Learning Expectations: Grade 6

Standard: World Geography

Australia /Oceania

Massachusetts Standard:

Students will understand the physical and political geography of each continent, including the five major themes of geography: location, place, region, human environment interaction, and movement.

Big Ideas

- ☐ The location of a country shapes life within its borders.
- ☐ Physical characteristics of a region influence how people adapt.

Key Outcomes

- ☐ Students will demonstrate an understanding of **the five themes of geography and their relationship to the continent of Australia/Oceania** by describing the location, physical and human characteristics, environmental issues, and the ways people, goods and ideas move from place to place.
- ☐ Students will demonstrate an understanding of **Great Britain's influence on life in Australia** by describing similarities between British and Australian culture, government and language.
- ☐ Students will demonstrate an understanding of **how Australia's close location to Asia and Africa has helped to create a more plural society** by explaining trends in immigration patterns.
- ☐ Students will demonstrate an understanding of **Australia's location in the Southern Hemisphere** by explaining how the absolute location of Australia below the equator effects its seasons and position under the hole in the ozone layer.
- ☐ Students will demonstrate an understanding of **the theory of Pangaea and role it has played in the shaping of the kinds of wildlife that life in Australia** by distinguishing between exotic and native species.

Essential Knowledge and Skills

Students will be able to:

- ☐ Locate on a map of the world Australia, the Indian Ocean, New Zealand, the major Pacific Islands, the Pacific Ocean, the Southern Ocean, the Coral Sea, the Great Victoria Desert, and the Great Barrier Reef.
- ☐ Explain how the following factors have influenced settlement and the economics of major countries of Oceania.
 - A. Absolute and relative location
 - B. Climate
 - C. Major physical characteristics including wildlife and natural resources
 - D. Human characteristics including social features of the indigenous peoples in Australia (aborigine) and New Zealand (Maoris).
 - E. Population size, distribution, and immigration
 - F. Human Development Index
 - G. International Trade

LINCOLN PUBLIC SCHOOLS

Social Studies Learning Expectations: Grade 6

Standard: World Geography

Europe

Massachusetts Standard:

Students will understand the physical and political geography of each continent, including the five major themes of geography: location, place, region, human environment interaction, and movement.

Big Ideas

- ☐ Rivers and canals serve as highways that unify Europe and provide a source of fresh water for irrigation.
- ☐ Forces work for and against supranational cooperation among nations.
- ☐ One country's pollution can become another country's problem.
- ☐ Population trends affect a country's future.

Key Outcomes

- ☐ Students will demonstrate an understanding of **the five themes of geography and their relationship to the continent of Europe** by describing the location, physical and human characteristics, environmental issues, and the ways people, goods and ideas move from place to place.
- ☐ Students will demonstrate an understanding of **supranational cooperation** by identifying the centripetal and centrifugal forces that unite and divide the countries of the European Union.
- ☐ Students will demonstrate an understanding of **transboundary pollution** by explaining the causes and describing possible solutions.
- ☐ Students will demonstrate an understanding of **population trends in Europe** by interpreting population pyramids and recognizing the adaptations faced by countries as populations trends change over time.

Essential Knowledge and Skills

Students will be able to:

- ☐ Locate on a map of the world the continent of Europe, the Atlantic Ocean, the Arctic Ocean, Norwegian Sea and Barents Sea.
- ☐ Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, Rhone, and Thames Rivers. Locate the Alps, Pyrenees, Cacausus, Ural, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe.
- ☐ Explain how the following factors have influenced settlement and the economics of major countries of Europe:
 - A. Absolute and relative location
 - B. Climate
 - C. Major physical characteristics including wildlife, natural resources, and human environment interaction
 - D. Human characteristics including major ethnic and religious groups in African nations.
 - E. Population size and demographics
 - F. Human Development Index
- ☐ Explain why Europe has a highly developed network of highways, waterways, railroads, and airline linkages.
- ☐ Describe the purposes and achievements of the European Union
- ☐ Identify the countries that were once a part of the Soviet Union
- ☐ Explain the sources and effects of the massive pollution of air, water, and land in the former satellite nations of Eastern Europe, in the countries once part of the Soviet Union, and in Russia.

LINCOLN PUBLIC SCHOOLS
Social Studies Learning Expectations: Grade 6

**Standard:
World Geography**

South America

**Massachusetts
Standard:**

Students will understand the physical and political geography of each continent, including the five major themes of geography: location, place, region, human environment interaction, and movement.

Big Ideas

- ❑ Spatial inequality exists in urban areas.
- ❑ Indigenous peoples preserve their traditional culture while adapting to modern life.
- ❑ Conflicting uses and views of the resources of the rainforest exist.
- ❑ People adapt to living in a mountainous region.

Key Outcomes

- ❑ Students will demonstrate an understanding of **the five themes of geography and their relationship to the continent of Latin America** by describing the location, physical and human characteristics, environmental issues, and the ways people, goods and ideas move from place to place.
- ❑ Students will demonstrate an understanding of **how spatial inequality has developed in Mexico City** by analyzing personal narratives describing rural decline and urbanization.
- ❑ Students will demonstrate an understanding of **how the indigenous Maya have adapted to modern conditions** by comparing and contrasting traditional and modern ways of life.
- ❑ Students will demonstrate an understanding of **the various uses of the rainforest and measures of preservation** by examining the conflicting interests and considering appropriate actions.
- ❑ Students will demonstrate an understanding of **the challenges of living in a mountainous region** by identifying ways in which people adapt to life in each of the four elevation zones.

Essential Knowledge and Skills

Students will be able to:

- ❑ On a map of the world, locate South America and the Atlantic.
- ❑ On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America.
- ❑ Explain how the following factors have influenced settlement and the economics of major countries:
 - A. Absolute and relative locations
 - B. Climate
 - C. Major physical characteristics including wildlife, natural resources, and human environment interaction
 - D. Human characteristics including major ethnic, religious, and indigenous groups
 - E. Human Development Index
- ❑ Describe the major obstacles to economic development in many South American nations, including the lack of widespread education, land use conflict in the Amazon rainforest, and adaptations in the Central Andes