



Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 1 Topic 2 Human and Physical Geography</b></p> <p style="text-align: center;"><b>6 Weeks Continued from 1st 9 Weeks</b></p>	<p><b>Overarching learning goals:</b> <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> <li>1. Describe how Earth’s tilt, rotation and revolution around the sun cause the four seasons.</li> <li>2. Analyze how processes deep within Earth affect its surface.</li> <li>3. Identify major landforms and analyze how they affect life on Earth.</li> <li>4. Define culture and describe how place influences the development of culture.</li> </ol> <p><b>Overarching language goals:</b> <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Analyze content-related tasks or assignments based on oral discourse.</li> <li>2. Take a stance and use evidence to defend it.</li> <li>3. Interpret visually or graphically supported information.</li> <li>4. Summarize content-related notes from lectures or text.</li> </ol>	<p>Adopted Text-National Geographic Chapter 2</p> <p>Outside of the Text-  <a href="#">OKCPS Teaching Strategies</a>  <a href="#">OKAGE Lesson Plans</a>  <a href="#">Geography Resource Website</a>  <a href="#">Owl Teacher Resources 5 themes</a>  <a href="#">Physical Geography and landform video</a>  <a href="#">Geography Resources from EDS</a></p>

<p style="text-align: center;"><b>Oklahoma Academic Standards</b></p>	<p><b>Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.</b></p> <ol style="list-style-type: none"> <li>4. Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth’s surface and to organize information about people, places, and environments.</li> <li>5. Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.</li> </ol>
<p style="text-align: center;"><b>Process and Literacy Skills</b></p>	<p><b>Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.</b></p> <p><b>A. Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</li> </ol> <p><b>C. Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>8. Distinguish among fact, opinion, and reasoned judgment in a text.</li> </ol> <p><b>Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.</b></p> <p><b>A. Text Types and Purposes</b></p>



	<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><b>C. Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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Possible Learning Activities	Possible Assessments	Essential Questions
<p>-“World in a Candy Bar” Activity: Using a king-sized Snickers candy bar (students are each given a snack-sized bar with instructions not to consume) as a visual aid/guide, examine/list the contents of the Snickers. In groups, students use world map to locate areas in which content could be produced/grown and categorize the contents by these areas of the world. Each group creates a map legend that explains where products are found and why. Follow-up with discussion/questions</p>	<p><b>Formative-</b> Focused Free Writes Four Corners Question of the Day Philosophical Chairs</p>	<ol style="list-style-type: none"> <li>How do physical forces help shape the earth?</li> <li>Why is there a connection between physical forces and the location of ecosystems?</li> <li>How does the ecosystem you live in influence your daily life?</li> <li>How do people decide where to live?</li> <li>What role do natural resources and physical environment play in human movement and settlement?</li> <li>How do human systems affect people and landscapes?</li> </ol>
Academic Vocabulary/Concepts	Proficiency Scales	
<p>Cultural Diffusion Physical Regions Cultural Regions Political Regions</p>		



Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 2 North American Geography and History</b></p> <p style="text-align: center;"><b>6 Weeks</b></p>	<p><b>Overarching learning goals:</b> <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> <li>1. Identify the landforms, bodies of water, and climates of North America and analyze how they have impacted life in North America.</li> <li>2. Summarize the major ecological problems in North America.</li> <li>3. Analyze the impact of colonization and industrialization on North America.</li> <li>4. Analyze the causes and impact of diversity on the United States and Canada.</li> <li>5. Describe ways in which globalization has affected Mexico's economy.</li> </ol> <p><b>Overarching language goals:</b> <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Read and identify key steps in a text's description of a history/social studies process.</li> <li>2. Read and integrate visual information.</li> <li>3. Read and distinguish among fact, opinion, and reasoned judgment.</li> <li>4. Write informative/explanatory texts</li> </ol>	<p>Adopted Text- National Geographic Chapters 3 and 4</p> <p>Outside of the Text-  <a href="#">OKCPS Teaching Strategies</a>  <a href="#">OKAGE Lesson Plans</a>  <a href="#">United Streaming Videos and Lessons</a>  <a href="#">Social Studies Strategies</a>  <a href="#">5 Themes Chart</a>  <a href="#">Geography Games</a>  <a href="#">YouTube Channel</a>  <a href="#">Sheppard Software</a>  <a href="#">Sporele Geography Games</a>  <a href="#">Geography Resources from EDS</a>  <a href="#">Geography Resources from the Smithsonian</a></p>

**Content Standard 2: The student will examine the cultural and physical characteristics of the major regions of the Western Hemisphere.**

1. Define the concept of region and identify major political, physical, and economic regions of the Western Hemisphere including
  - A. The political regions of North America
  - B. The physical regions including the North American Great Plains, and
  - C. The economic regions including commercial agriculture in North America
2. Describe specific political regions of the Western Hemisphere and identify on a political map the major urban centers and countries including
  - A. All nations of North America, Central America,
  - B. Major metropolitan areas including New York City, Los Angeles, Chicago, Houston, Washington, DC, Miami, Toronto, Montreal, Vancouver, Mexico City,
3. Describe the characteristics and relative location of major cultural regions of the Western Hemisphere including
  - A. the Maya civilization of Mesoamerica,
  - B. the Inuit indigenous peoples of the Arctic,
  - C. Hispanic communities of the United States and indigenous peoples of North and South America, and
  - D. French-speaking Quebec.
4. Explain and summarize how common characteristics can link as well as divide regions including
  - A. The question of sovereignty for French-speaking Canadians,
  - B. The free trade relationships established by NAFTA,
  - C. The establishment of maquiladoras on the United States-Mexican border.
5. Cite specific textual and visual evidence in order to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Western Hemisphere including
  - A. The bi-national construction of the St. Lawrence Seaway,
  - B. The strain on international relations caused by immigration, and
  - C. Relief efforts of the United Nations following natural disasters.

**Content Standard 3: The student will examine the interactions of physical systems that shape the patterns of Earth's surface.**

1. Integrate visual information in order to identify on a physical map and describe the major landforms and bodies of water of the Western Hemisphere including
  - A. Bodies of Water - Mississippi, Colorado, MacKenzie, Rio Grande Rivers, Gulf of Mexico, Hudson Bay and the Bering Strait, Atlantic, Pacific, Arctic Oceans, the Great Lakes, and the concept of drainage systems and the Continental Divide.
  - B. Landforms - the Appalachian, Rocky and Cascade Mountain Ranges, the Sonoran Desert, the Hawaiian archipelago, the Pampas and Great Plains, the Canadian Shield, the Yucatan Peninsula and the Great Basin.
2. Describe how the processes and factors of latitude, elevation, Earth-Sun relationship, prevailing winds, and proximity to bodies of water influence climate and how humans respond to regional climate patterns and events including drought and El Niño.
3. Analyze the impact of natural disasters on human populations including forced migration, scarcity of consumer goods, and loss of employment.

**Content Standard 4: The student will analyze the human systems of the Western Hemisphere in the context of the world's peoples and cultures.**

1. Identify and describe cultural traits of language, ethnic heritage, social systems, religion, and traditions including how cultural diffusion impacts societies.
2. Describe and compare examples of the market and command economic systems

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Standards

- including how governments affect economic activities in such systems.
3. Describe the major political systems of representative governments (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship) including the role of the citizen in the selection of government officials, lawmaking, and the liberties guaranteed under different forms of government.
  4. Cite specific textual and visual evidence to explain patterns of global economic interdependence and world trade including the concepts of balance of trade, supply and demand, and measures of economic growth including Gross Domestic Product (GDP).
  5. Analyze the impact of geography on population location, growth, and change, applying geographic concepts of population density, the availability of resources, settlement patterns, and migrational push and pull factors including the twentieth century Asian and Caribbean refugee migration to North America or the pattern of Hispanic workers migrating to the United States.

**Content Standard 5: The student will analyze the interactions of humans and their environment in the western hemisphere.**

1. Integrate and compare visual information of the common characteristics of developed and developing countries including access to human and economic capital, the impact of education and technology; and analyze data used by geographers including literacy rate, life expectancy, and per capita income.
2. Summarize the impact of the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including
  - A. The United States' and Canada's access to fossil fuels, water, iron, and arable soil,
  - B. Agricultural development dependent on the natural aquifers of the Great Plains,
  - C. The nationalized oil production in Venezuela and Mexico, and
  - D. North America's access to iron and coal enabling a productive steel industry.
3. Evaluate the effects of human modification of and adaptation to the natural environment including
  - C. Clear-cutting of the boreal forests of North America,
  - D. Diversion of the Colorado River for irrigation and municipal water.
4. Analyze regional problems of the western hemisphere having spatial dimensions including
  - A. Oil spills in the Gulf of Mexico,
  - B. Air pollution and urban sprawl of Mexico City, and
  - C. Water pollution from industrial run-off into the Great Lakes.
5. Summarize the role of citizens as responsible stewards of natural resources and the environment including
  - A. Careful use of fertilizer and pesticides to avoid polluting the land and the water supply,
  - B. Participation in recycling and anti-littering activities,
  - C. Conservation of natural resources, and
  - D. Support of alternative and sustainable energy sources



<b>Process and Literacy Skills</b>	<p><b>Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.</b></p> <p><b>A. Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</li> </ol> <p><b>C. Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>8. Distinguish among fact, opinion, and reasoned judgment in a text.</li> </ol> <p><b>Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.</b></p> <p><b>A. Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Write arguments focused on discipline-specific content.             <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> </ol> </li> </ol> <p><b>C. Range of Writing</b></p> <ol style="list-style-type: none"> <li>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ol>
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Possible Learning Activities	Possible Assessments	Essential Questions
The students will be assigned or select a region in North America. The student will research the physical and human characteristics of the region. The student will then research how humans have adapted to meet their needs in the environment and share their findings with the class. The students will take notes while others are sharing their findings.	<u>Formative-</u> Focused Free Writes Four Corners Question of the Day Philosophical Chairs	<ol style="list-style-type: none"> <li>1. How does the ecosystem you live in influence your daily life?</li> <li>2. What role do natural resources and physical environment play in human movement and settlement?</li> <li>3. How do human systems affect people and landscapes?</li> <li>4. In what ways are regions and countries interdependent?</li> <li>5. How do human characteristics and actions influence the way people live?</li> </ol>
Academic Vocabulary/Concepts	Proficiency Scales	
Gross Domestic Product Market Economic System Political Systems Democracy Republic Immigration		

**OKCPS - 6th Grade Western Hemisphere**  
**2nd 9 weeks**



Indigenous People Metropolitan Areas		
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