

## Eads Elementary School Geography Standards 6th Grade

### **GEOGRAPHY STANDARD #1**

Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about peoples, places, and environments.

<b>Ref.</b>	<b>Expectation</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
6.1.a.	Understand the concept of the Tropics of Cancer and Capricorn – what they represent, what they are due to and their significance in terms of seasons and temperature on Earth.				
6.1.b.	Understand the essence of climate zones: Arctic, Tropic, Temperate;				
6.1.c.	Locate and explain the Arctic Circle and the Antarctic Circle.				
6.1.d.	Understand how a flat map represents the round globe – Mercator, conic and plane projections.				
6.1.e.	Locate and discuss the great deserts of the world (hot and cold).				
6.1.f.	Demonstrate knowledge of the geography of the Middle East in relation to its old civilizations, and the rise of important religions.				
6.1.g.	Demonstrate expanded knowledge of the geography of Ancient Greece and Rome, in relation to important historical events of antiquity.				
6.1.h.	Demonstrate knowledge of the geography of Western Europe, in relation to historical periods and events such as the Age of Enlightenment, the French Revolution, the Industrial Revolution, the Arts of the time, the sociology of the time.				
6.1.i.	Demonstrate knowledge of the geography of Latin America, in relation to the history of the Independence Movements.				
6.1.j.	Demonstrate expanded knowledge of the geography of the U.S. and the world in relation to nineteenth century immigration, industrialization, urbanization, social reforms.				
6.1.k.	Trace and/or draw custom maps featuring information according to the desired use of the maps.				
6.1.l.	Analyze maps, in order to discover and summarize information about geographical areas.				
6.1.m.	Organize information obtained through the reading of maps in graphs, diagrams, and other visual aids, in order to illustrate specific demographic, physical and other topics.				
6.1.n.	Gather field information and record it on custom maps.				
6.1.o.	Trace on maps the spread of human migrations, cultures, languages, religions, diseases.				
6.1.p.	Discover patterns of human habitation and activities through the study of maps.				
6.1.q.	Discuss the places of the world that America depends on for imported resources and goods.				

### **GEOGRAPHY STANDARD #2**

Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

<b>Ref.</b>	<b>Expectation</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
6.2.a.	Describe and compare the physical characteristics of places, using a variety of visual materials and data sources.				
6.2.b.	Describe and compare human characteristics of places.				
6.2.c.	Examine and explain human impact on the landscape/environment.				
6.2.d.	Identify and analyze how technology shapes the physical and human characteristics of places.				
6.2.e.	Gather and compare information on how people of different backgrounds view the same place or region.				

6.2.f.	Compare ways in which people of different cultural origins build out and name places in the same regions.				
6.2.g.	Explain why immigrants to the United States hold on to customs from their home countries.				
6.2.h.	Gather and compare information on how people of different backgrounds view the same place or region.				
6.2.i.	Compare ways in which people of different cultural origins build out an name places in the same regions.				
6.2.j.	Explain why immigrants to the United States hold on to customs from their home countries.				

**GEOGRAPHY STANDARD #3:**

Students understand how physical processes shape the Earth’s surface patterns and systems.

Ref.	Expectations	P	PP	NI	US
6.3.a.	Understand and describe how the environment can affect human settlement and vice versa.				
6.3.b.	Identify the elements of ecosystems and explain how they are related to life within.				
6.3.c.	Research and explain how physical processes influence ecosystems.				
6.3.d.	Explain the distribution of types of ecosystems and their impact on human populations.				
6.3.e.	Analyze the importance of distance in human interaction.				
6.3.f.	Identify and describe the physical components of the Earth’s atmosphere, lithosphere, hydrosphere, and biosphere (eg: climates, land forms, bodies of water, ecosystems)				
6.3.g.	Understand how natural processes create or change land forms, and give actual geographic locations as examples.				
6.3.h.	Define renewable and non-renewable Earth resources.				
6.3.i.	Predict the consequences of physical processes on the Earth’s surface and weather conditions.				

**GEOGRAPHY STANDARD #4:**

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Ref.	Expectation	P	PP	NI	US
6.4.a.	Describe and discuss the reasons for human migrations (eg: famine, slave trade, wars, persecution) after studying related literature.				
6.4.b.	Create graphs depicting population numbers and distribution.				
6.4.c.	Describe the influence of population on environment.				
6.4.d.	Analyze the characteristics of a certain population.				
6.4.e.	Use interviews with real people to define cultural change.				
6.4.f.	Differentiate among different cultures in Colorado.				
6.4.g.	Use cultural clues/artifacts to identify historical migrations.				
6.4.h.	Analyze the impact of various cultures on physical elements of the Earth.				
6.4.i.	Use a variety of maps to research information regarding the location and movements of various cultures.				
6.4.j.	Analyze geographical factors that have generated cultural change.				
6.4.k.	Identify economic activities within a region and examine the reasons for their locations.				
6.4.l.	Explain the need for trade among regions, based on local availability of resources and goods.				

6.4.m.	Construct maps to illustrate historical patterns of human origins and activities.				
6.4.n.	Compile examples of cultural and economic reasons for changes in human societies.				
6.4.o.	Analyze systems to deliver services and goods.				
6.4.p.	Discuss world trade and explain the systems that support it.				
6.4.q.	Use maps to compare and contrast historic factors that have changed land use in a region.				
6.4.r.	Deduct geographical reasons for human settlements in specific areas.				
6.4.s.	Classify cities according to their human and environmental characteristics, and to their physical characteristics.				
6.4.t.	Compare patterns of land use and human settlement in various regions.				
6.4.u.	Classify cities according to their physical characteristics.				
6.4.v.	Analyze the process of the creation of a megalopolis.				
6.4.w.	Describe political, social, and economic divisions throughout early American history.				
6.4.x.	Understand and describe how people divide the Earth's surface into different types of territorial units.				
6.4.y.	Analyze the reasons for divisions and cooperation among peoples, in terms of geography.				

**GEOGRAPHY STANDARD #5:**

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

<b>Ref.</b>	<b>Expectations</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
6.5.a.	Examine the factors that have caused the disappearance of an animal or plant species.				
6.5.b.	Understand the interrelatedness of environmental systems and its impact on life (human and other).				
6.5.c.	Describe ways in which humans adapt to physical changes in the Earth's environments.				
6.5.d.	Explain how environmental changes in one place affect other places (eg: acid rain, pollution, pesticides, etc.).				
6.5.e.	Predict new ways for humans to adapt to their environment.				
6.5.f.	Use maps to track the influence of environmental changes from one place to another.				
6.5.g.	Understand how population growth affects air, land and water quality, and how they impact the physical environment.				
6.5.h.	Explore the positive and negative effects of humans on the environment.				
6.5.i.	Explain how people's lives are influenced by population movements.				
6.5.j.	Track specific resources' distribution throughout the world.				
6.5.k.	Compare countries and their development based on their available resources.				
6.5.l.	Examine current impact of resource use.				
6.5.m.	Predict the changes to a region with better management and resource use.				
6.5.n.	Examine and report how energy resources in different countries are used.				

**GEOGRAPHY STANDARD #6:**

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

<b>Ref.</b>	<b>Expectations</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
6.6.a.	Identify the various geographic aspects of a region.				
6.6.b.	Analyze the impact human migration has had on regions and countries.				
6.6.c.	Examine how various regions/countries deal with social, economic, and political changes.				
6.6.d.	Explain how competition for resources causes conflict.				
6.6.e.	Examine various social, political, and economic regions and see how they are different from the past to present.				
6.6.f.	Show how environments and resources have affected various areas from past to present.				
6.6.g.	Predict the future of regions based on available resources and human interaction.				
6.6.h.	Explain and discuss the need to responsible environmental management practices.				

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