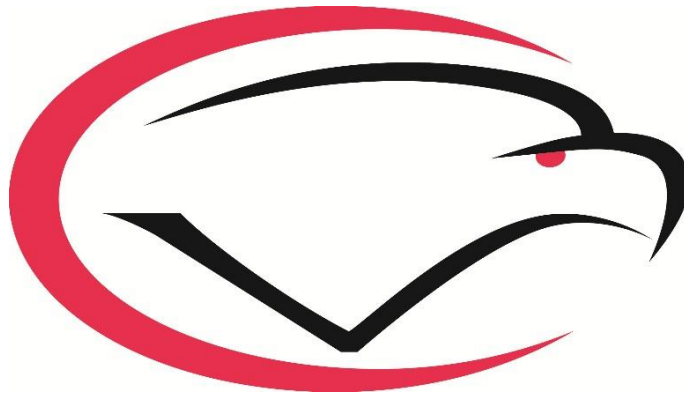


Secondary Curriculum Maps



Cumberland Valley School District
Soaring to Greatness, Committed to Excellence

6th Grade
Geography

CVSD SS Priority Standards ~ Grade 6

CV Priority Standard/PA Academic Standard	
5.4.6.A– Identify how countries have varying interests.	
Taught in Unit(s)	
4 – Europe and Russia	
Explanation/Example of the Standard	
Economic, political, and cultural influences can draw countries together or separate them.	
Big Idea(s)	Essential Question(s)
Different forces can work for and against cooperation among countries within a union.	What forces work for and against supranational cooperation among nations?
Assessments	
Essay or debate – Should a country be admitted or allowed to leave the EU?	
Concepts (what students need to know)	Skills (what students must be able to do)
Centrifugal force Centripetal force Common market Supranational cooperation	Analyze a population cartogram of selected European countries. Experience the forces that unite and divide members of the European Union.

Course Name: Geography			
Unit: Europe and Russia		Duration: 5 weeks	
PA Academic Priority Standards		PA Academic Supporting Standards	
5.4.6.A– Identify how countries have varying interests. 7.3.6.A– Describe the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none">• Population• Culture• Settlement• Economic activities• Political activities		Click here to enter text.	
Unit Essential Questions			
What forces work for and against supranational cooperation among nations? What factors contribute to the success or failure of new nation-states?			
Assessment Strategies for Unit			
Pre-Assessment	Formative		Summative
Chapter preview activities Brainstorming K-W-L charts	Geotermis – vocabulary Reading notes – graphic organizers		Essay or debate – Should a country be admitted or allowed to leave the EU? Quiz – vocabulary/economic terms.
Topics in this Unit			
Supranational Cooperation in the European Union	New Nation-States from the Old Soviet Empire: Will They Succeed?	Click here to enter text.	
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Course Name: Geography			
Unit: Latin America		Duration: Quarter 3 + (4 weeks)	
PA Academic Priority Standards		PA Academic Supporting Standards	
7.2.6.B– Describe the physical processes that shape patterns on Earth’s surface. 7.3.6.A– Describe the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none">• Population• Culture• Settlement• Economic activities• Political activities 7.4.6.A– Describe and explain the effects of the physical systems on people within regions.		Click here to enter text.	
Unit Essential Questions			
Why does spatial inequality exist in urban areas? How do indigenous peoples preserve their traditional culture while adapting to modern life? What causes extreme weather, and how do people deal with it? How should the resources of rainforests be used and preserved? How do people adapt to living in a mountainous region?			
Assessment Strategies for Unit			
Pre-Assessment	Formative	Summative	
Chapter preview activities Brainstorming K-W-L charts	Geotermis – vocabulary Reading notes – graphic organizers	Newspaper article – Mexico City urbanization Group presentation – Mayan life Test – Extreme weather Bumper stickers – Amazon land use Placemats – Altitudinal zones in the Andes	
Topics in this Unit			
Spatial Inequality in Mexico City: From Cardboard to Castles	Indigenous Cultures: The Survival of the Maya in Mesoamerica	Dealing with Extreme Weather: Hurricanes in the Caribbean	Land Use Conflict in the Amazon Rainforest
Life in the Central Andes: Adapting to a Mountainous Region	Click here to enter text.	Click here to enter text.	Click here to enter text.

Course Name: Geography			
Unit: Canada and the United States		Duration: Quarter 2	
PA Academic Priority Standards		PA Academic Supporting Standards	
7.2.6.A– Describe the characteristics of places and regions. 7.3.6.A– Describe the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none">• Population• Culture• Settlement• Economic activities• Political activities 7.4.6.B– Describe and explain the effects of people on the physical systems with regions. 6.1.6.B – Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services.		Click here to enter text.	
Unit Essential Questions			
How does where you live influence how you live? How can people best use and protect Earth’s freshwater ecosystems? How does urban sprawl affect people on the planet? What physical features make national parks unique and worth preserving? How do American consumption patterns affect people and the planet? How does migration affect the lives of people and the character of places?			
Assessment Strategies for Unit			
Pre-Assessment		Formative	Summative
Chapter preview activities Brainstorming K-W-L charts		Geotermis – vocabulary Reading notes – graphic organizers	Map quizzes – Canadian provinces and territories, North America, physical. Project – Where you live influences how you live. Debate – Great Lakes Vocabulary quizzes Tour planning assignment – U.S. National Parks <i>A Long Walk to Water</i> - assignments
Topics in this Unit			
Settlement Patterns and Ways of Life in Canada	The Great Lakes: The U.S. and Canada’s Freshwater Treasures	Urban Sprawl in North America: Where Will It End?	National Parks: Saving the Natural Heritage of the U.S. and Canada
Consumption Patterns in the United States: The Impact of Living Well	Migration to the United States: The Impact on People and Places	Click here to enter text.	Click here to enter text.

Course Name: Geography			
Unit: The Geographer’s World		Duration: Quarter 1	
PA Academic Priority Standards		PA Academic Supporting Standards	
7.1.6.A – Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.6.B – Describe and locate places and regions as defined by physical and human features.		Click here to enter text.	
Unit Essential Questions			
How do geographers show information on maps? Why do geographers use a variety of maps to represent the world?			
Assessment Strategies for Unit			
Pre-Assessment	Formative	Summative	
Create a world map using prior knowledge.	Map practice – using scale, directions, latitude and longitude, vocabulary. Geoterms – vocabulary Reading notes – graphic organizers	Project – create your own country using learned skills. Quiz – continents and oceans	
Topics in this Unit			
The Tools of Geography	A Spatial Way of Thinking	Click here to enter text.	Click here to enter text.

CVSD SS Priority Standards ~ Grade 6

CV Priority Standard/PA Academic Standard	
7.1.6.A – Describe how common geographic tools are used to organize and interpret information about people, places, and environment.	
Taught in Unit(s)	
1 – The Geographer’s World	
Explanation/Example of the Standard	
Geographic tools are used to identify and describe the physical features of landforms and bodies of water. Examples of geographic tools are maps, globes, atlases, GPS, keys, legends, compass rose, etc.	
Big Idea(s)	Essential Question(s)
Geographic tools provide the basis for studying and locating places.	How do geographers show information on maps?
Assessments	
Map project – students create own country.	
Concepts (what students need to know)	Skills (what students must be able to do)
Absolute location Relative location Distortion Map projection Latitude Longitude Map scale Relationship between Earth and Sun	Explain the differences between absolute and relative location. Read and interpret maps using the map’s legend, scale, and compass rose. Use latitude and longitude. Understand that distortion affects all flat maps. Explain that the tilt of the Earth and revolution around the sun produces climate differences.

CVSD SS Priority Standards ~ Grade 6

CV Priority Standard/PA Academic Standard	
7.1.6.B– Describe and locate places and regions as defined by physical and human features.	
Taught in Unit(s)	
1 – The Geographer’s World	
Explanation/Example of the Standard	
Physical and human features determine varied regions of the world. These physical features include landforms and bodies of water, natural resources, climate, and vegetation regions. Human features may include population density, land use, and economic activities.	
Big Idea(s)	Essential Question(s)
Regions are areas of the world that share common characteristics.	How do geographers define and categorize regions based on physical and human features?
Assessments	
Map project – part 2. (Interrelation of map components)	
Concepts (what students need to know)	Skills (what students must be able to do)
Hemispheres, continents, and oceans. Climate Economic activity Landform Physical feature Population density Region Thematic map Vegetation Natural resource Precipitation Elevation Land use	Locate hemispheres, continents and oceans of the world. Differentiate between climate and vegetation regions. Understand that how people use land depends on climate and natural resources. Measure crowding using population density maps. Recognize major landforms and bodies of water.

CVSD SS Priority Standards ~ Grade 6

CV Priority Standard/PA Academic Standard	
7.2.6.A– Describe the characteristics of places and regions.	
Taught in Unit(s)	
2 – Canada and the United States	
Explanation/Example of the Standard	
The culture, climate, landforms, and vegetation zones are some of a region’s common characteristics.	
Big Idea(s)	Essential Question(s)
Common physical features help to define a region.	What physical features make national parks unique and worth preserving? How does where you live influence how you live?
Assessments	
Quiz – Urban sprawl, using and applying map-reading skills. National Parks tour planning assignment. Application – Draw, label, and/or illustrate how where you live influences how you live.	
Concepts (what students need to know)	Skills (what students must be able to do)
Topographic maps Elevation Flora Fauna Ecumene Conservationist Plural society Rural Urban Urban sprawl Natural resources Consumption patterns	Analyze the characteristics of each of the five regions of Canada. Explain how location affects ways of life in those five Canadian regions. Read and understand a topographic map. Identify the challenges to national parks in the twenty-first century. Use a variety of maps to describe the characteristics of a region. Use geography-appropriate terminology to describe the shared climate, cultures, vegetation, physical features, etc. of a region. Evaluate the importance of location on ways of life. Analyze the causes of, consequences of, and various solutions to urban sprawl.

CVSD SS Priority Standards ~ Grade 6

CV Priority Standard/PA Academic Standard	
7.2.6.B– Describe the physical processes that shape patterns on Earth’s surface.	
Taught in Unit(s)	
3 – Latin America	
Explanation/Example of the Standard	
Natural disasters, such as tropical cyclones, forest fires, volcanic eruptions are all formed because of their specific locations on the earth; they affect the climate, culture, and physical features of these locations.	
Big Idea(s)	Essential Question(s)
Natural disasters impact regions of the world.	What causes extreme weather, and how do people deal with it?
Assessments	
Chapter test.	
Concepts (what students need to know)	Skills (what students must be able to do)
Meteorology Natural disaster Tropical cyclone Extreme weather	Describe the weather conditions that cause a hurricane to form and strengthen. Identify ways in which people deal with hurricanes.

CVSD SS Priority Standards ~ Grade 6

CV Priority Standard/PA Academic Standard	
7.3.6.A– Describe the human characteristics of places and regions using the following criteria: <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	
Taught in Unit(s)	
2 – Canada and United States 3 – Latin America 4 – Europe and Russia	
Explanation/Example of the Standard	
Human characteristics of regions affect the daily life of people across the globe; some characteristics are shared among regions, while others are unique to a region.	
Big Idea(s)	Essential Question(s)
Population, culture, settlement, economic activities and political activities affect human characteristics of places and regions.	How does urban sprawl affect people on the planet? How do indigenous peoples preserve their traditional culture while adapting to modern life? How does migration affect the lives of people and the character of places? Why does spatial inequality exist in urban areas? How should the resources of rainforests be used and preserved? What factors contribute to the success or failure of new nation-states?
Assessments	
Group presentation on Maya life. <i>A Long Walk to Water</i> literature-based assignments. Opinion bumper stickers – land use in the Amazon rain forest. Quiz – vocabulary/economic terms. Newspaper article – spatial inequality in Mexico City.	
Concepts (what students need to know)	Skills (what students must be able to do)
Metropolitan area Rural fringe Suburb Urban core Urban Fringe Urban Sprawl Spatial inequality Rural decline Standard of living Urbanization	Analyze the implications of global urban patterns and international solutions to sprawl. Create interactive dramatizations that demonstrate the ways in which indigenous peoples have preserved their traditional culture and have also adapted to modern life. Understand the primary reasons people emigrate from their country of birth and immigrate to other countries.

Immigrate Emigrate Push factors Pull factors Refugee Adaptation Indigenous people Subsistence farming Biodiversity Deforestation Sustainable development Ethnic group	Identify key ways in which migration impacts the United States, immigrants and the countries they left behind. Identify causes and consequences of urbanization. Explain how spatial inequality affects people living in Mexico City. Investigate ideas from around the world how to address land-use conflict in the rainforest and determine which would be most applicable to the Amazon region. Analyze factors that may determine the success of nation-states that have developed out of the former Soviet Union.
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CVSD SS Priority Standards ~ Grade 6

CV Priority Standard/PA Academic Standard	
7.4.6.A– Describe and explain the effects of the physical systems on people within regions.	
Taught in Unit(s)	
3 – Latin America	
Explanation/Example of the Standard	
People at different altitudinal zones need to adapt their ways of life, such as their clothing, housing, and economic activities.	
Big Idea(s)	Essential Question(s)
People adapt to living in different altitudinal zones.	How do people adapt to living in a mountainous region?
Assessments	
Altitudinal zones – place mat.	
Concepts (what students need to know)	Skills (what students must be able to do)
Altitudinal zonation Vertical trade Snow line	Describe the characteristics of four elevation zones in the Andes. Identify ways in which people of the Central Andes have adapted to life in each of the four elevation zones.

CVSD SS Priority Standards ~ Grade 6

CV Priority Standard/PA Academic Standard	
7.4.6.B– Describe and explain the effects of people on the physical systems with regions.	
Taught in Unit(s)	
2 – Canada and the United States	
Explanation/Example of the Standard	
People have harmed the Great Lakes ecosystem by introducing invasive species, polluting, and contributing to habitat loss.	
Big Idea(s)	Essential Question(s)
People have harmed and can protect Earth's freshwater ecosystems.	How can people best use and protect Earth's freshwater ecosystems?
Assessments	
Vocabulary quiz. Debate over use of Great Lakes.	
Concepts (what students need to know)	Skills (what students must be able to do)
Ecosystem Food chain Freshwater Watershed Invasive species Pollution	Evaluate the environmental health and management of the Great Lakes freshwater ecosystem. Examine the environmental challenges facing global freshwater ecosystems and the impending crisis in freshwater supplies.

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CV Priority Standard/PA Academic Standard	
6.1.6.B – Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services.	
Taught in Unit(s)	
2 – Canada and the United States	
Explanation/Example of the Standard	
Food, energy, and technology are consumed at a greater rate in the U.S. than other countries around the world.	
Big Idea(s)	Essential Question(s)
American consumption patterns affect people and the planet.	How do American consumption patterns affect people and the planet?
Assessments	
Quizzes – vocabulary and map	
Concepts (what students need to know)	Skills (what students must be able to do)
Consumption Developed country Developing country Gross Domestic Product Per capita	Demonstrate an ability to read cartograms. Identify current consumption patterns in the U.S. Compare U.S. consumption patterns with those of other countries around the world.