

Grade 6: World Geography Standards

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Sixth graders study the world outside of the United States and North America. Students systematically learn geography around the world continent by continent, similar to the way in which atlases are organized. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe. In so doing, students are better prepared for the study of early civilizations around the Mediterranean area in grade 7. In grade 6, students address standards that emphasize physical and political geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. Location refers both to absolute location indicated by longitude and latitude and to relative location, indicated by direction, distance, or travel time. The concept of place refers to the physical and man-made characteristics of a place such as a town or city. Human interaction with the environment encompasses the many ways in which people have adapted to their surroundings or altered them for economic reasons. The movement of people, goods, and ideas is the fourth concept. The fifth, region, refers to ways of categorizing areas of the earth, such as by climate or religion. (For related curriculum content, please see the Earth and Space Science Learning Standards for Grades 6–8 in the 2001 Massachusetts Science and Technology/Engineering Curriculum Framework.) Grade 6 Concepts and Skills Students should be able to: Apply concepts and skills learned in previous grades. HISTORY AND GEOGRAPHY 1. 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. (G) 2. 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. (G) 3. 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 data). (G) Massachusetts History and Social Science Curriculum Framework August 2003 33 Grade 6 Concepts and Skills (continued) 4. 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. (G) 5. Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G) 6. 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. (G) 7. Use the following demographic terms correctly: ethnic group, religious group, and linguistic group. (G) C IVICS AND G OVERNMENT 8. Define what a nation is and give examples of the different ways nations are formed. (C) 9. 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) and explain their purposes and functions. (C) E CONOMICS 10. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E) 11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E) 12. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E) Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy. 13. Identify the key elements of a market economy. (E) In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self-interest. 14. 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. (E) 15. Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E) Massachusetts History and Social Science Curriculum Framework August 2003 34 Grade 6 Learning Standards A FRICA Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Cote d'Ivoire, Democratic Republic of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte (Fr.), Morocco, Mozambique, Namibia, Niger, Nigeria, Reunion (Fr.), Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, Zimbabwe A.1 On a map of the world, locate 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. (G) A.2 Use a map key to locate countries and major cities in Africa. (G, E) A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. (G, E) A. absolute and relative locations D. major natural resources B. climate E. population size C. major physical characteristics A.4 Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G) A.5 Identify when modern African countries became independent nations and explain how independence was achieved. (H, G) Optional Topics for Study ■ Describe the general level of education in selected countries in Africa and its

relationship to the economy. (G, H, E) ■ Describe the political and social status of women in selected countries in Africa. (G, H, E) ■ Describe major ethnic and religious groups in various countries in Africa. (G, H, E) ■ Explain how drought and desertification affect parts of Africa. (G, E) ■ Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. (G, E) ■ Describe the major obstacles to economic development in many African nations, including linguistic, tribal, and religious diversity; corrupt government; the lack of widespread education; and the political boundaries established in the 19th century by European nations and the legacy of their rule. (G, H, C, E) ■ Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G) Massachusetts History and Social Science Curriculum Framework August 2003 35 Grade 6 Learning Standards (continued) NORTH AND EAST ASIA China, Japan, Mongolia, North Korea, Russia, South Korea NEA.1 On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yangtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. (G) NEA.2 Use a map key to locate the countries and major cities in the various regions of East Asia. (G, E) NEA.3 Explain how the following five factors have influenced settlement and the economies of major East Asian countries. (G, E) A. absolute and relative locations D. major natural resources B. climate E. population size C. major physical characteristics NEA.4 Identify when Taiwan, North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved. (G, H) Optional Topics for Study ■ Describe the general level of education in selected countries in East Asia and its relationship to the economy. (G, H, E) ■ Describe the political and social status of women in selected countries in East Asia. (G, H, E) ■ Describe major ethnic and religious groups in various countries in East Asia. (G, H, E) ■ Explain why China's geographical boundaries served to limit its interactions with other regions and cultures for many centuries. (G, H) ■ Locate Tibet on a map and explain why its location may have influenced China's decision to take over and colonize it. (G, H) ■ Explain how location has made the Korean peninsula both a battleground and a cultural bridge between China and Japan. (G, H) ■ Describe why the Chinese government seeks to control population growth and the methods it uses to control population growth. (G, H) ■ Describe and explain the status of Taiwan. (H, G) ■ Identify the number of time zones the Asiatic part of Russia spans; identify the routes used by Russian explorers, traders, and religious dissidents to cross into what is now Alaska. (H, G) Massachusetts History and Social Science Curriculum Framework August 2003 39 Grade 6 Learning Standards (continued) EUROPE Albania, Andorra, Austria, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Channel Islands (U.K.), Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Gibraltar (U.K.), Greece, Hungary, Iceland, Ireland, Italy, Latvia,

Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Vatican City, Yugoslavia

E.1 On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe. E.2 Use a map key to locate countries and major cities in Europe. (G) E.3 Explain how the following five factors have influenced settlement and the economies of major European countries (G, E) A. absolute and relative locations D. major natural resources B. climate E. population size C. major physical characteristics

Optional Topics for Study ■

Describe the general level of education in selected countries in Europe and its relationship to the economy. (G, H, E) ■ Describe the political and social status of women in selected countries in Europe. (G, H, E) ■ Describe major ethnic and religious groups in various countries in Europe. (G, H, E) ■ Explain why Europe has a highly developed network of highways, waterways, rail roads, and airline linkages. (G, H, E) ■ Describe the purposes and achievements of the European Union. (H, E) ■ Identify the countries that were once part of the Soviet Union in the Baltic area, Central Asia, Southern Russia, and the Caucasus, and compare the population and size of the former Soviet Union with that of present day Russia. (H, G) ■ 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. (H, G)

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SOUTH AMERICA Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (U.K.), French Guiana (Fr.), Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

SAM.1 On a map of the world, locate South America and the Atlantic and Pacific Oceans. 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. (G) SAM.2 Use a map key to locate the countries and major cities of South America. (G, E) SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. A. absolute and relative locations D. major natural resources B. climate E. population size C. major physical characteristics

SAM.4 Identify when South American countries became independent nations and explain how independence was achieved. (H, G). Optional Topics for Study ■ Describe the general level of education in selected South American countries and its relationship to the economy. (G, H, E) ■ Describe the political and social status of women in selected countries in South America. (G, H, E) ■ Describe major ethnic and religious groups in selected countries in South America. (G, H, E) ■ Describe the major obstacles to economic development in many South American nations,

including the political influence of the military, corrupt government, the lack of widespread education, and the absence of stable governments. (G, H, C, E)