



Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 1</b> <b>Topic 1</b> <b>Elements and Themes of Geography</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. Analyze geographic patterns through spatial thinking.</li> <li>2. Organize geographic information into five themes and six elements</li> <li>3. Understand the geographic regions and the processes that shaped them.</li> <li>4. Compare information on maps with various scales</li> <li>5. Compare the features of a political map and a physical map</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 Chapter 1</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>1. Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.</li> <li>2. Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartograms, contour/relief maps, GIS systems, and diagrams.</li> <li>3. Describe basic types of map projections and compare how they display information including Mercator, Peters, and Robinson, and apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.</li> </ol>
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<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> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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</p> <p><b>C. Integration of Knowledge and Ideas</b></p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <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>The students can work in 5 jigsaw groups researching one of the the 5 themes of geography. After students have had time to research and take notes, the students can be regrouped into groups with each of the 5 themes represented. The groups will then share about their research and the other group members will take notes and add the information to a chart. The students can then create a poster with visuals representing what they have learned about the 5 themes. When the students are finished, they can share their information and students can do a gallery walk with the other posters and provide feedback or ask clarifying questions.</p>	<p><u>Formative-</u> Focused Free Writes Four Corners Question of the Day Philosophical Chairs</p>	<ol style="list-style-type: none"> <li>1. In what ways do geographic tools help us understand how the world is organized?</li> <li>2. Why are mental maps important to the study of geography?</li> <li>3. What do we learn from the spatial organization of the earth's people, places and environments?</li> </ol>
Academic Vocabulary/Concepts	Proficiency Scales	
<p>Climographs Cartograms Map Projections</p>		



Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 1</b> <b>Topic 2</b> <b>Human and Physical Geography</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. 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><b>Oklahoma Academic</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> <p>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</p>
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<b>Standards</b>	<p>environments.</p> <p>5. Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.</p>
<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> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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</p> <p><b>C. Integration of Knowledge and Ideas</b></p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <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>

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><u><b>Formative-</b></u> Focused Free Writes Four Corners Question of the Day Philosophical Chairs</p>	<ol style="list-style-type: none"> <li>1. How do physical forces help shape the earth?</li> <li>2. Why is there a connection between physical forces and the location of ecosystems?</li> <li>3. How does the ecosystem you live in influence your daily life?</li> <li>4. How do people decide where to live?</li> <li>5. What role do natural resources and physical environment play in human movement and settlement?</li> <li>6. How do human systems affect people and landscapes?</li> </ol>
Academic Vocabulary/Concepts	Proficiency Scales	
<p>Cultural Diffusion Physical Regions Cultural Regions</p>		

**OKCPS - 6th Grade Western Hemisphere**  
**1st 9 weeks**



Political Regions		
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