SOCIAL STUDIES

World Geography

Western Hemisphere

Grade 6

OKLAHOMA STATE DEPARTMENT OF EDUCATION

OKLAHOMA ACADEMIC STANDARDS

Grade 6
WORLD GEOGRAPHY
Western Hemisphere: The Why of Where – Places, Patterns of Settlement, and Global Interactions

Geography is the study of spatial patterns of the human and physical characteristics of the world and its peoples. Students will use geographic knowledge as a tool for understanding the concepts of economics and the impact of recent history on contemporary events. Students will explore how spatial patterns form, change over time, and relate to one another through a two-year examination of the regions of the world with the Western Hemisphere being studied in Grade 6 followed by the Eastern Hemisphere in Grade 7. For practical uses the traditional designations of Eastern and Western Hemispheres have been followed. The Western Hemisphere is treated as the areas of North America, South America, and the Caribbean.

The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated across all of the content standards and used for instructional delivery of the content.

PROCESS AND LITERACY SKILLS

Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

A. Key Ideas and Details
1. Cite specific textual evidence to support analysis of primary and secondary sources.
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.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

B. Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

C. Integration of Knowledge and Ideas
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

D. Range of Reading and Level of Text Complexity
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.

A. Text Types and Purposes
1. Write arguments focused on discipline-specific content.
   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.
   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.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. (See note; not applicable as a separate requirement)

B. Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.

C. Range of Writing

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.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

CONTENT SKILLS

Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.

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.
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, climagraphs, cartagrams, contour/relief maps, GIS systems, and diagrams.
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.
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.
5. Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.
6. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*:

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

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, Central America, South America, and the Caribbean,

B. The physical regions including the Amazon rainforest and the North American Great Plains, and
C. The economic regions including commercial agriculture in North America and subsistence agriculture of Amazonian communities.

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, South America, and the Caribbean, and
   B. Major metropolitan areas including New York City, Los Angeles, Chicago, Houston, Washington, DC, Miami, Toronto, Montreal, Vancouver, Mexico City, Panama City, San Jose, Rio de Janeiro, Buenos Aires, Santiago, Caracas, Bogota, Sao Paulo, San Juan, and Havana.
3. Describe the characteristics and relative location of major cultural regions of the Western Hemisphere including
   A. the Maya civilization of Mesoamerica,
   B. the Inca civilization of Latin America,
   C. the Inuit indigenous peoples of the Arctic,
   D. Hispanic communities of the United States and indigenous peoples of North and South America, and
   E. 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, and
   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. Disputes between South American nations over fishing rights off the Pacific Coast,
   C. The strain on international relations caused by immigration, and
   D. 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, and Amazon Rivers, Gulf of Mexico, Hudson Bay, Straits of Magellan and the Bering Strait, Atlantic, Pacific, Arctic and Southern Oceans, the Great Lakes, and the concept of drainage systems and the Continental Divide.
   B. Landforms - the Appalachian, Rocky, Andes, and Cascade Mountain Ranges, the Atacama and Sonoran Deserts, the Hawaiian and Greater Antilles archipelagos, the Pampas and Great Plains, the Canadian Shield, the Yucatan Peninsula, the Isthmus of Panama, 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 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
   A. Terraced farmland of the Andes,
   B. Construction of the Panama Canal,
   C. Clear-cutting of the boreal forests of North America, and
   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. Deforestation of Amazonia,
   C. Air pollution and urban sprawl of Mexico City, and
   D. 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.