

**Decatur Jr. Sr. High School**  
**Essential Standards Chart**  
**Grade 6 World Geography Essential Standards**



Description of Standard	Example of Rigor	Prerequisite Skill	When Taught?	Common Assessment	Extension Standard
What is the essential standard to be learned? Describe in student friendly vocabulary.	What does proficiency look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	When will this standard be taught?	What assessments will be used to measure student mastery?	What will we do when students have learned the essential standard(s)?
<b>G1.3.1</b> I can use the Five Themes of Geography to describe places on Earth	Accurately describe a place using the 5 themes of geography Location, Place, Region Human-Environment Interaction, Movement	No prerequisite skills necessary	September	Unit Test	Research extension project
<b>G1.1.2</b> I can use maps/digital tools to analyze the geography of places	Creation of maps-Label Physical Features (Mountains, Rivers, Bodies of Water) Locate Countries on a World Map	Map vocabulary- latitude, longitude, equator, Prime Meridian, tropics of Cancer/Capricorn, Arctic and Antarctic circles, compass rose,	October	Final map creation	Google MyMaps work
<b>G2.1.3</b> I can compare/contrast major ecosystems, including geography and human activity	Thinking maps, graphic organizers, etc. to summarize similarities/differences between places	Basic knowledge of different ecosystems (forest, grassland, tundra, etc.) Latitudinal and longitudinal differences	November	Completed thinking map	Research extension project

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<b>G4.3.2</b> I can identify the patterns of different areas using geographic information i.e. landforms, climate, human activity, etc.	Writing assignments identifying why certain geographical patterns appear in different places. Thinking maps comparing geographic information.	Geographic terminology-migration, human settlement, forced settlement, coastal and river towns. Examples of different climates (tropical wet, tropical wet-dry, arid, semi-arid, sub-tropical, continental, and arctic)	December	Final essay	Webquest
<b>G4.3.3</b> I can explain the causes and consequences of human migrations	Group assessment of impact of interactions between cultures and peoples. Formative Assessments on different regions and their human migration factors. Identifying push and pull factors to cause people to leave an area or region.	Difference between cause and consequence	January	Group project presentation	Advanced grouping
<b>G4.1.1</b> I can give examples of cultural diffusion to explain the movement of peoples and ideas	EdPuzzle assessment of student understanding of cultural diffusion through Columbian Exchange. Summarize diversity, Compare different regions and how it compares to different cultural diffusion	Ability to describe diversity and culture.ex.(fast food franchises, sports, athletic shoes, languages, or diseases)	February	EdPuzzle	Research choice of example
<b>G5.1.4</b> I can explain how humans use and are impacted by natural resources	Socratic Seminar: Deforestation Thinking Maps identifying cause and effect of using natural resources. Differentiating between renewable and nonrenewable resources	What natural resources are. Vocab-(nonrenewable and renewable, population, migration, pollution)	March-April	Socratic Seminar	Advanced document (source) analysis

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<b>G6.1</b> I can identify and develop a plan to address a major global issue	Individual research project over a global issue i.e oil identify a problem and develop ideas to combat the issue discussed.	Skills that differentiate local, state, national, and international entities Vocab-(natural disasters, immigration, food production, climate change, population growth, poverty, terrorism)	May	Research project presentation	Present information researched in project. Compare and contrast to historical events/issues.

#### Literacy Essential Standards

1. Inquiry based instruction
5. Higher order of discussion of increasingly complex text across varying participation structures
7. Intentional efforts to build vocabulary and conceptual knowledge