

GRADE 6

Introduction

The Common Core State Standards Initiative, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), has created Grades K-12 fundamental goals that focus on the development of critical knowledge, skills, and dispositions that students need to be successful in the 21st century. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA) were designed to provide educators with a clear understanding of what students should learn. The *Geography For Life: National Geography Standards* (2012) also provide educators with a guide for teaching the concepts, skills, practices, and components necessary for a geographically literate student in the 21st century. Both sets of standards were designed to support a well-rounded education that is focused on critical-thinking skills and the knowledge necessary for a 21st century student to prepare for college, a career, and ultimately adult civic life.

It must be stated that the CCSS-ELA standards were not designed to supplant the disciplinary standards in social studies or science but rather to emphasize and highlight the need for integration. Reflecting our society's need for students to become proficient readers, writers, and communicators should be an overarching goal, but it does not replace the fundamental need for the concepts, knowledge, and skills found in the various content areas that include geography, history, civics, economics, environmental education, science, the arts, and mathematics. Literacy proficiency is not the only key critical to competence, but it most assuredly is a barrier if a student has not acquired the skills necessary for communication.

This guide is the result of a partnership between National Geographic Education, the National Geographic Network of Alliances for Geographic Education, and the National Council for Geographic Education (NCGE). The purpose of the guide is to highlight those areas that are ripe for integration and provide the opportunity for more in-depth learning.

The Call for Integration of Geography and English Language Arts

Children are born curious about the world. The desire to understand and connect to the world is a fundamental urge of children across the world. Children also have a deep-seated need to communicate their stories, ideas, new knowledge, and thoughts to others.

In the United States, we have an issue surrounding both of these fundamental needs. As our society has become more and more focused on the basic skills of reading, writing, and mathematics in the classroom, students and educators have lost the powerful connection that exists between geography and literacy. This results in students that are not prepared for their future at college, in a career, or in civic life. Schools with poor readers may mean well but are misinformed about the power of teaching through rich disciplinary content. Currently, struggling students may be pulled out of content classes—rather than receive differentiated support in the classroom—and miss the opportunity to be inspired by engaging disciplinary content about the world. This practice is exacerbating the achievement gap and contributing to an opportunity gap that is leading to a plummeting rate of geographic literacy. Continuation of such practices means the number of students who can synthesize geographic information from a variety of sources and draw a sound conclusion has become alarmingly low. This will have a profound effect on the economic future of our country.

The 2010 National Assessment of Educational Progress (NAEP), known as “The Nation’s Report Card,” (National Center for Education Statistics, 2011) reported that fewer than 30% of American students were proficient in geography; more than 70% of students in 4th, 8th, and 12th grades were unable to perform at the level that is expected for their grade (NCES, 2011, Figure 1.1). In 12th grade, more than 30% of students scored below “basic,” indicating that they had not mastered even foundational geographic concepts or skills. Currently, we have an ever-increasing geographic literacy gap and a lack of geographic education within our school systems. This means students are becoming less aware of how humans and the environment interact, the interconnections of both physical and human systems throughout the world, and the frequency and necessity of geographic decision-making in their lives. The Road Map for 21st Century Geography

Education states, “Currently, American students are not even provided opportunities to learn enough geography to understand the very basic aspects of the world in which they live. Without explicit intervention and a dedicated focus on geographic literacy by educators, curriculum developers, and policymakers, U.S. children will be unable to thrive in the global marketplace, unlikely to connect with and care for their natural environment, and unsure about how to relate to people from other parts of the world.” Fielding and Pearson (1994) also state: “Anything less than a well-rounded instructional program is a form of discrimination against children who have difficulty with reading.”

Research reports that instruction in geography increases vocabulary and sparks interest in students to support improved literacy skills. The Road Map for 21st Century Geography Education states:

One thing is abundantly clear. If American children hope to participate in our democracy and play a strong leadership role in our world, they must possess geographic knowledge, understandings, and skills. Simply put, if our children are not taught to think geographically, their success and the success of our nation and world in the 21st century are in jeopardy.

In spite of the high-profile initiatives focused on improving literacy scores throughout the nation, there has been little improvement. The 2011 NAEP in Writing reported about 27 percent of students perform at or above the *Proficient* level at both grades, 8th and 12th, that were tested. The 2011 NAEP in reading showed that the average fourth-grader scores remained unchanged from the 2009 test and eighth-grade reading scores were 1 point higher than in 2009. However, CCSS-ELA is the first attempt at a state-led initiative to create a national framework. Alignment of expectations across states, inclusion of social studies, science, and technical subjects, and the creation of common assessments are an attempt to more clearly align curriculum and assessment in the educational system.

The laser-like focus on fundamental literacy skills to the exclusion of a well-rounded education seems misplaced in a world that is becoming more and more interconnected. Students in the 21st century deserve—and should demand—an education that

exposes them to a plethora of opportunities, allowing them to discover and learn in a multitude of content areas, while they explore, refine, and strengthen their literacy and thinking skills. The geography community has a history of collaboration on a rich and well-balanced curriculum for students as a result of the narrowing of the curriculum. It has responded to the changes in society by revising the *Geography for Life* standards to reflect our 21st century needs and by publishing the Road Map for 21st Century Geography Education (2012) as a way to support and inform the educational system. The *Geography for Life* standards define the concepts, skills, and perspectives needed by a geographically literate student. The language arts community has in turn revisited their standards to redefine what students should know and be able to do in the 21st century.

The Common Core ELA standards represent a significant change in literacy requirements. Among the shifts in the Common Core ELA standards are: increased reading of informational text, increase in text complexity, focus on building academic vocabulary, text-based answers, increased writing from sources, and literacy instruction in all content areas.

The Geography and Literacy Connection

Geography and literacy are disciplinary areas with many similarities. There is a natural alignment of the two disciplines that strengthens the depth of learning in both areas when they are integrated. During the development of this document, two areas emerged as central to the interconnections between the discipline areas: understanding forms of text and the cross-cutting taxonomic vocabulary.

Understanding Forms of Text and Expanding the Definition of Text

Traditional areas of integration between the outcomes of geo-education and literacy education include strengthening and building vocabulary, reinforcement of reading and writing strategies, practical application of comprehension skills, and supplying nonfiction reading and writing topics. In addition, quality geo-education offers a more well-rounded and unique definition of text for our modern society. Currently, a broader interpretation of text is needed to meet the needs of students to understand their world. Research shows that visual representations allow for easier and more rapid

processing of traditional text. Carney and Levin (2002) found: “The more difficult the reading level is, the higher the rate a learner will look to adjunct visual displays.” Evidence also suggests that “comprehension is now viewed as a much more complex process involving knowledge, experience, thinking, and teaching. It depends heavily on knowledge—both about the world at large and the world of language and print.” (Fielding & Pearson, 1994)

Geography uses multiple forms of visual representations of information with varying levels of complexity. The range of geographic text includes maps, pictures (static or animated), graphs, charts, and geo-spatial representations of information. “Visual displays can support communication, thinking, and learning.” (Schnotz, 2002) In this document, text is defined both in a traditional sense as the written word and in an expanded sense to include the various forms of geographic text.

Cross-Cutting Taxonomic Vocabulary

A literate individual in the 21st century must know more than the basic skills of reading and writing. They must be thinkers, creators, authors, and transmitters of ideas. Bombarded daily with an avalanche of information on the web, television, advertising, and a multitude of mobile devices, students today must acquire, analyze, and process information for decision-making like no other generation before them. Geography education prepares students for both processing this barrage of information and the decision-making that accompanies it. In addition, the presentation of information is becoming more complex and requires higher-order thinking skills to understand and analyze information prior to making informed decisions. Essential to the ability to analyze and synthesize information is the ability to transfer understanding between the disciplines via a cross-cutting taxonomic vocabulary.

An example of cross-cutting taxonomic vocabulary exists when comparing the *Geography for Life* standards to the elements of fiction as seen in the chart to the right.

For example:

Geography	Elements of a Story	Examples
The World in Spatial Terms	Sequence, Order of Events, Plot	In both literature and nonfiction, writers use spatial thinking, such as a sequence of events that could include movement. For example, <i>Make Way for Ducklings</i> by Robert McCloskey is set in Boston and students could follow or create a map of the events found in the book.
Places and Regions	Location, Setting, Symbolism	Setting and symbolism can be found throughout text, for example, the use of geographic vocabulary in a novel about the Wild West.
Physical Systems	Tone, Character, Symbolism, Setting	Physical geography and systems have a setting and can be used for tone, character, and in some cases symbolism, for example, a bubbling brook or a dark swirling vortex.
Human Systems	Character	Human geography is focused on the political/cultural components regarding how the world is organized. These characteristics are seen in the motivation and description of character(s).
Environment and Society	Conflict, Theme, Plot	The theme, plot, and conflict found in literature, in many cases, is the tension between humans and the environment. Classic and modern examples include <i>The Lorax</i> , <i>The Old Man and The Sea</i> , <i>The Hunger Games</i> , and <i>A Tale of Two Cities</i> .
The Uses of Geography	Point of View, Message, Moral	Geography helps inform point of view, message, and moral by giving context, for example, the multiple points of view based partially on geography found in <i>My Brother Sam is Dead</i> by Christopher Collier and James Lincoln Collier.

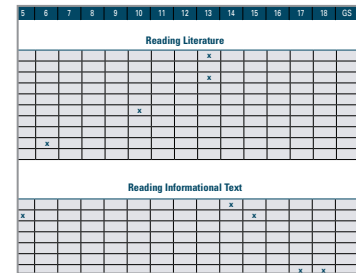
In addition, educators can use the essential elements in geography to strengthen the understanding of the text features of nonfiction. The table below represents a fraction of the possibilities.

Nonfiction Text Features	Geographic Examples
Problem/Solution	<ul style="list-style-type: none"> » Clean water availability » Energy crisis leading to alternative forms of energy
Cause/Effect	<ul style="list-style-type: none"> » Pollution upstream impacts downstream » War in one region may spread or create refugees in another area
Compare/Contrast	<ul style="list-style-type: none"> » Different approaches by nations to environmental issues » Protected areas versus unprotected areas
Description/List	<ul style="list-style-type: none"> » Recent tectonic activity data » Gathering data on biodiversity in an area
Time Order/Sequence	<ul style="list-style-type: none"> » Directions to a location » The use of data to predict weather events such as the path of a hurricane

Purpose and Audiences for This Guide

This guide was created for dual purposes. The first purpose of the guide is to show where the two sets of documents present areas for strengthened learning opportunities in the classroom. It was designed as a tool for use by curriculum specialists, department chairs, and other educators who develop curriculum at the state and local level in language arts, social studies, science, and technical subjects. *This document is not intended to be curriculum*; however, there are models and exemplar activities throughout the guide. The second purpose of the guide is to highlight those areas where direct instruction for concepts and skills must take place. Not all areas of a discipline or concept can or should be integrated. The guide should be used to help further conversations, analysis, and curriculum development. Ultimately it is intended to support educators in making informed curricular choices.

Overview of the Guide



The guide takes a grade-level approach until high school, even though the *Geography for Life* standards do not take this approach. Each grade level consists of a matrix that has the English language arts standards on the y axis and the *Geography for Life* standards on the x axis. The matrix shows an x where a clear alignment occurs.

A key consists of icons representing various components of the two standards documents and the abbreviation system that was created to help condense the document.



Each grade level has the Common Core English language arts standards written out in their entirety for an applicable section. When an opportunity for alignment occurs, the geography icon will appear with the excerpt from the geography standards or skills.

On the right side of the document are the exemplars. The exemplars included in this guide are designed to give strong examples of the possibilities for integration. However, they are not exhaustive and should not be considered all that should or could be taught. More lessons and activities can be found at www.natgeoed.org and www.ncge.org.

Overview of the Process

The development of this tool took place during 2012 and consisted of three phases. The first phase of development consisted of deciding on the depth of alignment and outlining the process for the writers. The development team designed the protocol and created the procedures. The alignment protocol consisted of alignment at the grade-specific standard level in the Common Core ELA standards and at the performance statement level in the *Geography for Life*, Second Edition document.

Performance Statements		
By the end of grade 4, the student knows and understands:	By the end of grade 8, the student knows and understands:	By the end of the student:
Using Geospatial Data to Construct Geographic Representations		
<p>2. Geospatial data are connected to locations on Earth's surface</p> <p>Therefore, the student is able to:</p> <p>A. Identify examples of geospatial data, as exemplified by being able to</p> <ul style="list-style-type: none"> *Identify landmarks on the school grounds and describe their size, shape, and location. *Identify the spatial location of each student's assigned seat in the classroom. *Identify the locations and types of trees in the neighborhood of the school. 	<p>2. The acquisition and organization of geospatial data to construct geographic representations</p> <p>Therefore, the student is able to:</p> <p>A. Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images), as exemplified by being able to</p>	<p>2. The tech geospatial</p> <p>Therefore, t</p> <p>A. Identify properties creation, at geospatial able to</p> <ul style="list-style-type: none"> * Explain he used to und creation an use/land co

Grade Specific Standards		
Reading Standards for Literature K-5		
The following standards offer a focus or instruction each year and help ensure that students gain adequate exposure to a range of texts and task infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to read and retain and further develop skills and understandings mastered in preceding grades.		
Kindergarten:	Grade 1 students:	Grade 2 student
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions where, when, why, and how to show understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables from diverse cultures, and determine message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases create effects, such as meaning, mood, rhythm and meaning in a story.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story or drama by describing how the beginning, middle, and ending contribute to the plot.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the characters, including by speaking voice for each character when it is spoken.

Each grade level was aligned. The *Geography for Life* standards were written in grade bands and, therefore, they were used for each specific grade that was within the band. At the high school level, both documents were aligned in grade bands.

The second phase consisted of the writing process. The Network of Alliances for Geographic Education consists of 50 state-based Alliances, including Puerto Rico, Canada, and the District of Columbia. Fourteen Alliances volunteered to work on the alignment of the two documents. Working in many cases across state lines, groups were formed to align the *Geography for Life* standards to the Common Core ELA standards. The process included brainstorming and reviewing direct connections. The caveat was that alignment would be direct and not dependent on classroom instruction. In addition, the teams submitted exemplar lesson ideas.

The work of the teams was then submitted for the third phase of editing and feedback. The draft document was taken to the 2012 National Council for Geographic Education and National Council for the Social Studies annual conferences for review and was followed by an editorial team review. The editorial team was comprised of English language arts specialists and geography education specialists and convened at National Geographic to make final edits.

Overview Matrix for Grade 6

This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.

GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5
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Reading Literature

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5	
1													x												
2																									x
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4			x																						
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9						x																			
10																									

Reading Informational Text

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5	
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2					x										x										
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4																									
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6																									
7																		x	x						
8													x												
9																		x							
10																									

Overview Matrix for Grade 6

GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5
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Writing

1												x													
2							x								x										
3												x													
4																								x	
5																								x	
6																								x	
7															x										
8																								x	
9												x													
10																									

Speaking and Listening

1																									
2																									
3																									
4																									
5																									
6																									

Language

1																									
2																									
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Overview Matrix for Grade 6

GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5
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Reading Literacy in History/Social Studies (6–12 only)

1																									
2	x																								
3																									
4																									
5	x																								
6																									
7																									
8																									
9																									
10																									

Reading Literacy in Science and Technical Subjects (6–12 only)

No high-quality matches for these standards.

Writing Literacy in History/Social Studies, Science, and Technical Subjects (6–12 only)

1																									
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GRADE 6 KEY

Geography Essential Elements and Standards

WST—The World in Spatial Terms

- ① How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- ② How to use mental maps to organize information about people, places, and environments in a spatial context
- ③ How to analyze the spatial organization of people, places, and environments on Earth's surface

PR — Places and Regions

- ④ The physical and human characteristics of places
- ⑤ That people create regions to interpret Earth's complexity
- ⑥ How culture and experience influence people's perceptions of places and regions

PS — Physical Systems

- ⑦ The physical processes that shape the patterns of Earth's surface
- ⑧ The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

HS — Human Systems

- ⑨ The characteristics, distribution, and migration of human populations on Earth's surface
- ⑩ The characteristics, distribution, and complexity of Earth's cultural mosaics
- ⑪ The patterns and networks of economic interdependence on Earth's surface
- ⑫ The processes, patterns, and functions of human settlement
- ⑬ How the forces of cooperation and conflict among people influence the division and control of Earth's surface



ELA Grade-Specific Standard



ELA Grade-Specific Standard in History/Social Studies



ELA Grade-Specific Standard in Science



Geography Performance Statement or Skill



Exemplar Idea

Geographic Skills

- ① Asking Geographic Questions
- ② Acquiring Geographic Information
- ③ Organizing Geographic Information
- ④ Analyzing Geographic Information
- ⑤ Answering Geographic Questions

ES — Environment and Society

- ⑭ How human actions modify the physical environment
- ⑮ How physical systems affect human systems
- ⑯ The changes that occur in the meaning, use, distribution, and importance of resources

UG — The Uses of Geography

- ⑰ How to apply geography to interpret the past
- ⑱ How to apply geography to interpret the present and plan for the future

GRADE 6

READING LITERATURE

KEY IDEAS AND DETAILS



1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



HS 13 Cooperation

» 2.A. Describe and explain examples of cooperation that focus on solving human and environmental issues.

2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.




5 Geographic Skill Answering Geographic Questions

» 1.A. Describes and explains the data and processes used to answer geographic questions.

3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.



HS 13 Conflict

» 3.A. Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities. 



Key Ideas and Details

3. HS 13 3.A.

Identify and describe the reasons for disputes over space on the playground or in the lunchroom.



CRAFT AND STRUCTURE



4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.



WST ③ Spatial Concepts

» 1.A. Describe the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.

5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6. Explain how an author develops the point of view of the narrator or speaker in a text.

INTEGRATION OF KNOWLEDGE AND IDEAS



7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

8. (Not applicable to literature).

9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.



PR ⑥ The Perception of Places and Regions

» 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE 6

READING INFORMATIONAL TEXT

KEY IDEAS AND DETAILS



1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



ES 14 Consequences for People and Environments

» 3.A. Analyze the positive and negative consequences of humans changing the physical environment.

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.



PR 5 Regional Change

» 2.A. Describe and explain the changes in the boundaries and characteristics of regions.



ES 15 Environmental Hazards

» 2.A. Describe and explain the types and characteristics of hazards.

» 2.B. Explain the causes and locations of various types of environmental hazards.

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).



4 **Geographic Skill** Analyzing Geographic Information

» 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.




Key Ideas and Details

1. ES 14 3.A.






Use local papers to find explicit and inferred evidence in articles about building/development in the community or region.

2. Describe and explain how the transition of ethnic groups moving in and out of city neighborhoods results in the ethnic change of neighborhoods.



CRAFT AND STRUCTURE

-  4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

INTEGRATION OF KNOWLEDGE AND IDEAS

-  7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
 -  UG 17 Using Geography to Interpret the Past
 - » 1.A. Analyze and explain the influence of the geographic context on historical events.
 -  UG 18 Using Geography to Interpret the Present and Plan for the Future
 - » 1.A. Describe and analyze the influences of geographic contexts on current events and issues.
- 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
 -  ES 14 Modification of the Physical Environment
 - » 1.A. Describe and explain how human-induced changes in one place can affect the physical environment in other places.
 -  ES 14 Consequences for People and Environments
 - » 3.A. Analyze the positive and negative consequences of humans changing the physical environment.

9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

 UG  Perceptions of Geographic Contexts

» 3.A. Explain how historical events were influenced by people’s perceptions of people, places, regions, and environments.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE 6

WRITING

TEXT TYPES AND PURPOSES



1. Write arguments to support claims with clear reasons and relevant evidence.

 HS  Functions of Settlements

» 1.A. Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

 PS ⑦ Components of Earth's Physical Systems

» 1.B. Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes.

 ES ⑮ Environmental Hazards

» 2.A. Describe and explain the types and characteristics of hazards. 

» 2.B. Explain the causes and locations of various types of environmental hazards.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

 HS ⑫ Urban Forms and Functions

» 4.A. Describe and analyze the spatial patterns of land use in cities. 



Text Types and Purposes

2. ES ⑮ 2.A.

Explore where natural hazards occur in the United States and the geographic reasons. Use the U.S. Mega Map from National Geographic Education's MapMaker Kits (natgeoed.org/mapmakerkits) to locate areas that have high probability of natural hazard activity.

3. HS ⑫ 4.A.

Identify and describe a controversial land-use issue in the community.

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.

 ③ Geographic Skill Organizing Geographic Information

» 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

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.

 ③ Geographic Skill Organizing Geographic Information

» 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

 ③ **Geographic Skill** Organizing Geographic Information

» 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.



Research to Build and Present Knowledge

8. ② **Geographic Skill 1.A.**

Assess the credibility of each source.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE



7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

 ES ⑮ **Environmental Opportunities and Constraints**

» 1.A. Explain how the characteristics of different physical environments offer opportunities for human activities.

» 1.B. Explain how the characteristics of different physical environments place constraints on human activities.

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

 ② **Geographic Skill** Acquiring Geographic Information

» 1.A. Explains which sources of geographic information will be needed for a geographic investigation. 

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

 HS ⑪ **Location and Spatial Patterns of Economic Activities**

» 2.A. Compare and explain the advantages of one location over another in the access to factors of production.

RANGE OF WRITING

- 10. Write routinely over extended time frames (time for research, 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.

GRADE 6

SPEAKING AND LISTENING

COMPREHENSION AND COLLABORATION

- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

- ES 16 Types and Meanings of Resources

- » 1.A. Describe examples of how cultures differ in their definition and use of resources.

- 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

- ES 14 Modification of the Physical Environment

- » 1.A. Describe and explain how human-induced changes in one place can affect the physical environment in other places. 💡💡💡



Comprehension and Collaboration

- 3. ES 14 1.A.

Explain how industrial activities affect other locations (e.g., trace end-of-pipe chemicals downstream/through a watershed).

- 3. ES 14 1.A.

Examine how strip mining in West Virginia impacts communities' water sources.

- 3. ES 14 1.A.

Trace the Colorado River to Mexico.

PRESENTATION OF KNOWLEDGE AND IDEAS

- 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

- HS 9 Migration

- » 3.C. Describe the consequences of migration for people as well as on the origin and destination places.

- 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



GRADE 6

LANGUAGE

CONVENTIONS OF STANDARD ENGLISH

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 3 Geographic Skill Organizing Geographic Information

- » 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 ③ **Geographic Skill** Organizing Geographic Information

» 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.


KNOWLEDGE OF LANGUAGE

 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

 ③ **Geographic Skill** Organizing Geographic Information

» 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

VOCABULARY ACQUISITION AND USE

 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

 HS ⑪ **Economic Activities**

» 1.A. Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors.

GRADE 6

READING LITERACY IN HISTORY/SOCIAL STUDIES

KEY IDEAS AND DETAILS



1. Cite specific textual evidence to support analysis of primary and secondary sources.



② **Geographic Skill** Acquiring Geographic Information

» 2.A. Explains the differences between primary and secondary sources of geographic information. 

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.



① **WST** Using Geospatial Data to Construct Geographic Representations

» 3.A. Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images).

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).



⑪ **HS** Economic Activities

» 1.A. Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors. 



⑰ **UG** Perceptions of Geographic Contexts

» 3.A. Explain how historical events were influenced by people's perceptions of people, places, regions, and environments.



Key Ideas and Details

1. ② **Geographic Skill 2.A.**

Create a Venn Diagram comparing and contrasting primary and secondary sources.

3. **HS ⑪ 1.A.**

Describe the sequence of activities that occur in the manufacture of products.


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.



HS 9 Characteristics of Population

» 1.A. Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity. 

5. Describe how a text presents information (e.g., sequentially, comparatively, causally).



WST 1 Properties and Functions of Geographic Representations

» 1.A. Analyze and explain the properties (position and orientation, projections, symbols, scale, perspective, coordinate systems) and functions of geographic representations.

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).



UG 18 Perceptions of Geographic Context

» 3.A. Explain the role perception plays in planning for the present and the future.



Craft and Structure

4. HS 9 1.A.

Create a word wall or word webs for the vocabulary related to this topic.


Integration of Knowledge and Ideas

7., 8. Describe and analyze state and international cooperation around controlling populations of zebra mussels and Asian carp in the Great Lakes.

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. 



HS 13 Cooperation

» 2.A. Describe and explain examples of cooperation that focus on solving human and environmental issues.



HS 13 Conflict

» 3.A. Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities.

9. Analyze the relationship between a primary and secondary source on the same topic.

 PR ⑥ The Perception of Places and Regions

» 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).

 PR ⑥ Changes in the Perception of Places and Regions

» 2.A. Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.

 ② Geographic Skill Acquiring Geographic Information

» 2.A. Explains the differences between primary and secondary sources of geographic information. 



Integration of Knowledge and Ideas

9. ② **Geographic Skill 2.A.**

Use brochures (secondary sources) to generate perception of a place prior to going on a field trip to primary source locations, such as a nature center or waste-water treatment plant. Use a KWL Chart (natgeoed.org/KWL) to capture information.

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.

GRADE 6

READING LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

No high-quality matches for these standards.



Text Types and Purposes

1. ① **Geographic Skill 1.A.**, ② **Geographic Skill 2.A.**
Use news articles from newspapers and magazines to generate geographic questions. Determine the primary and secondary sources of information used in the articles.

GRADE 6

WRITING LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TEXT TYPES AND PURPOSES



1. Write arguments focused on *discipline-specific content*.



① **Geographic Skill** Asking Geographic Questions

» **1.A.** Identifies geographic issues and constructs a question from a geographic perspective. 

② **Geographic Skill** Acquiring Geographic Information

» **2.A.** Explains the differences between primary and secondary sources of geographic information. 

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

 ⑤ **Geographic Skill** Answering Geographic Questions

- » 1.A. Describes and explains the data and processes used to answer geographic questions.
- » 2.A. Constructs a presentation to answer a geographic question.

3. (Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades.)

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.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE



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.



 ① **Geographic Skill** Asking Geographic Questions

- » 1.A. Identifies geographic issues and constructs a question from a geographic perspective. 



Research to Build and Present Knowledge

7. ① **Geographic Skill 1.A.**

Begin with statistics to formulate questions, and then research life in some of Earth's extremes: countries with the highest/lowest gross domestic product (GDP), elevation, population, energy use, severe weather conditions, or birth rate.




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.

 ② **Geographic Skill** Acquiring Geographic Information

» 1.A. Explains which source of geographic information will be needed for a geographic investigation. 

9. Draw evidence from informational texts to support analysis reflection, and research.

 ④ **Geographic Skill** Analyzing Geographic Information

» 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends. 



Research to Build and Present Knowledge

8. ② **Geographic Skill 1.A.**, 9. ④ **Geographic Skill 1.A.**

Begin with statistics to formulate questions, and then research life in some of Earth's extremes: countries with the highest/lowest gross domestic product (GDP), elevation, population, energy use, severe weather conditions, or birth rate.

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.

