

**HPISD CURRICULUM**  
(SOCIAL STUDIES, GRADE 6)

**EST. NUMBER OF DAYS: 10 DAYS**

<b>UNIT NAME</b>	<b>READING MAPS, GLOBES, AND STATISTICAL DATA: LEARNING MAP SKILLS, USING GRAPHS, CHARTS, AND DIAGRAMS</b>
<b>Unit Overview</b>	<b>A:</b> The geographically informed person uses maps and other standard geographic representations to acquire, process and report information about our Earth. For this reason we start our study by focusing on physical geography. Statistical data is compiled and presented in a variety of forms. The social studies student can organize and interpret information about their world.
<b>Generalizations/Enduring Understandings</b>	<b>A-B:</b> <b>Geography</b> <ul style="list-style-type: none"> <li>● Geographic factors explain patterns of population and location of economic activities in places and regions.</li> <li>● Interactions between people and the physical environment impact the development of places and regions.</li> <li>● Understanding, using and creating the tools of geography offer distinct and valuable ways to interpret population, economic and cultural patterns in our world.</li> </ul>
<b>Concepts</b>	<b>Physical geography</b>
<b>Guiding/Essential Questions</b>	<b>A:</b> <ul style="list-style-type: none"> <li>● How are the parts of the earth divided?</li> <li>● What is meant by hemispheres?</li> <li>● How do geographers describe a specific location?</li> <li>● How are the concepts of latitude and longitude used?</li> <li>● How do cartographers convey information on a map or globe?</li> <li>● Why is it important to understand how to use a map’s key, compass rose and scale?</li> <li>● What’s the difference between physical maps and political maps?</li> <li>● What is meant by special purpose maps? How and why are they used?</li> </ul> <b>B:</b> <ul style="list-style-type: none"> <li>● Why do we use charts, graphs, and diagrams?</li> <li>● What are the parts of a graph?</li> <li>● What is the purpose of a line graph?</li> <li>● How is information about the climate of an area best presented?</li> <li>● What is used to examine the elevation changes in a region?</li> </ul>

	<ul style="list-style-type: none"> <li>● What is an elevation profile and how is it used?</li> <li>● How are bar graphs used?</li> <li>● How does a statistician use picture symbols to display data?</li> <li>● In what situations are pictographs the best option for displaying data?</li> <li>● What is a climograph and how is it used?</li> <li>● Charts, graphs, and diagrams all give information. What is a rule of thumb for knowing when to use which one?</li> </ul>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>● <b>The student will understand how to read and create maps.</b></li> <li>● <b>Students will understand the characteristics of political, physical and thematic maps.</b></li> <li>● <b>Students will understand the five themes of geography.</b> <ul style="list-style-type: none"> <li>○ <b>Including how the physical environment impacts human settlement</b></li> </ul> </li> </ul>	
<b>Formative Assessments</b>	<b>Kagan Structures, geography apps and online review games, Kahoot reviews, Memory map, country identification, Geography Bingo, Global Ninja Challenge, If The World Were A Village graph</b>	
<b>Summative Assessments</b>	<b>Such As: Create a Continent project, World Summit PBL, Explorer PBL, Landforms &amp; Water Features Quiz, Map Skills Test</b>	
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b>	<p><b>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</b></p> <p>(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries;.</p>	
	<p><b>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute location. The student is expected to:</b></p> <p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions;</p>	
	<p><b>(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:</b></p>	

	(A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;	
<b>Processes and Skills</b>	<p><b>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	
	(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	<b>Including global grid system, map scale, political and physical maps, bar graphs, line graphs, circle graphs, and pictographs (Glencoe)</b>
	<p><b>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>(A) use social studies terminology correctly;</p>	
<b>Topics</b>	<p><b>A:</b> Reading a map and its parts</p> <p><b>B:</b> Reading graphs and charts</p>	
<b>Facts</b>		
<b>Language of Instruction</b>	<p><b>A-B:</b> Hemispheres Latitude and longitude Tropics Continent Hemisphere Elevation Relief Absolute location Meridians and parallels Scale</p>	

<b>State Assessment Connections</b>	
<b>National Assessment Connections</b>	
<b>Resources</b>	Standardized Test Skills Handbook- p. 678+ <b>Nystrom Atlas</b> <b>Junior Scholastic News Magazine</b> <a href="http://www.socialstudies.tea.state.tx.us">www.socialstudies.tea.state.tx.us</a> Teacher Resources kit