

6th Grade: Geography and Citizenship Unit 4 Regions (Human and Physical)

Big Idea:

1. Regions organize our world

Essential Student Questions:

1. How and why are places divided into regions?
2. How are regions made?
3. How are the regions of the world different?

| Literacy Standards | Content Standards |
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| R.CS.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. | GY.B.7 Understand that a region is a distinct area defined by one or more cultural or physical features. |
| R.IK.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | GY.C.3 Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments. |
| R.RR.6-8.10 Read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. | Supporting Standards G- B4 Discuss how and why groups and individuals identify with places; G-B8 Compare, contrast, and predict how places and regions change with time. G-C2 Distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions. |
| W.TTP.6-8.1 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. | |
| W.PD.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| W.RW.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter | |

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| timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |

Vocabulary: Economic region, Political region, Cultural region, Physical region, Climate region

