

Grades 6–7

Geographic

Thinking: Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in. 6/7.1

Geographic Understandings (2000 – present)

- 1 Students will analyze geography as a tool for learning about the past, present, and planning for future by: 6/7.1.1
 - a Analyzing how the physical and human attributes or characteristics of a location make areas unique. 6/7.1.1.A
 - b Analyzing how people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms. 6/7.1.1.B
 - c Comparing how humans recognize geographic limitations and strengths and create economic, social, political, cultural, and religious structures that connect and divide people across location, region, and the globe. 6/7.1.1.C
 - d Identifying how humans adapt, exploit, and manipulate the environment to meet wants and needs. 6/7.1.1.D

Place and Region (2000 - present)

- 2 Students will analyze the regional impact of place on how people live in the United States by: 6/7.1.2
 - a Examining maps to determine the physical attributes of the United States through physical location, climate, and landforms. 6/7.1.2.A
 - b Examining maps and data to determine the cultural attributes of the United States through population density and land use. 6/7.1.2.B
 - c Analyzing how physical and human attributes define various form, functional, and perceptual regions of the United States. 6/7.1.2.C
 - d Analyzing how digital communications have altered the perception of place. 6/7.1.2.D

Movement (2000 - present)

- 3 Students will analyze the local, regional, and global movement of people and ideas to and within the United States by: 6/7.1.3
 - a Examining maps and data to determine how the populations have shifted throughout time in the United States. 6/7.1.3.A
 - b Distinguishing between immigrants and emigrants, as well as refugees, asylum seekers, labor migrants, displaced persons, forced migrants, and other 21st century migrants. 6/7.1.3.B
 - c Examining the influence of immigrants in the United States and how different immigrant waves have shifted the local environment. 6/7.1.3.C
 - d Analyzing patterns, trends, and projections of population to determine the impact on regional policies. 6/7.1.3.D

Human Systems (Culture) (2000 - present)

- 4 Students will analyze how the cultural geography of the United States demonstrates unity amid diversity by: 6/7.1.4
 - a Analyzing the influence of geographic factors on art, music, and architecture in different regions of the United States. 6/7.1.4.A
 - b Examining the diffusion of languages in the United States. 6/7.1.4.B
 - c Comparing ways religion can be seen in the physical and human attributes of local communities. 6/7.1.4.C

Human Interaction with the Environment (2000 - present)

- 5 Students will analyze how humans in the United States adapt, exploit, manipulate and protect the environment by: 6/7.1.5
 - a Analyzing the regional impact of agriculture, industry, and transportation on the environment in the United States. 6/7.1.5.A
 - b Determining the competing social, economic, and political priorities between natural resource use and environmental sustainability. 6/7.1.5.B
 - c Evaluating the range of responses by government, institutions, and industries to human interaction with the environment. 6/7.1.5.C

Human Interaction with the Environment: Humans adapt to, modify, protect, and exploit the environment. 6/7.2

The Neolithic Revolution and River Valley Civilizations (12,000 BCE-450 BCE)

- 1 Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by: 6/7.2.1
 - a Analyzing how the agricultural revolution altered the lives of hunter-gatherer societies in creating permanent settlements. 6/7.2.1.A
 - b Comparing and contrasting how early complex societies in Africa, Asia, and the Americas interacted with the environment to create thriving settlements. 6/7.2.1.B
 - c Evaluating the role of human interactions with the environment in the progression of early complex societies. 6/7.2.1.C

Industrialization and Urbanization (1800s CE – 2000s CE)

- 2 Students will evaluate regional and local examples of how humans adapted to, modified, or exploited their environment to promote industrialization and urbanization by: 6/7.2.2
 - a Identifying the geographic factors that led to societies becoming industrialized and urbanized. 6/7.2.2.A
 - b Comparing and contrasting the cause and effects of industrialization and urbanization in Asia, Africa, and the Americas. 6/7.2.2.B
 - c Evaluating the local impact of industrialization and deindustrialization on the environment and individual communities. 6/7.2.2.C

The Green Revolution (1960 CE-1970 CE)

- 3 Students will explore how the Green Revolution's modification and exploitation of the environment generated local, regional, and global changes by: 6/7.2.3
 - a Identifying the origins of the Green Revolution. 6/7.2.3.A
 - b Exploring case studies to compare the effects of the Green Revolution on societies in the Americas, Asia, and Africa. 6/7.2.3.B
 - c Evaluating how the Green Revolution impacted the environment, food production, and manufacturing. 6/7.2.3.C

Climate Change and Climate Resilience (1980 CE- today)

- 4 Students will explore how human adaptation, modification, and exploitation of the environment created and furthers climate change by: 6/7.2.4
 - a Identifying the origins of human-caused climate change. 6/7.2.4.A
 - b Evaluating the global impact of climate change on the natural environment. 6/7.2.4.B
 - c Evaluating the geographic characteristics that make some communities more vulnerable to climate change than others. 6/7.2.4.C
 - d Evaluating the local, regional, and global attempts to adapt to and mitigate the effects of human-caused climate change. 6/7.2.4.D

Human Systems – Political Structures: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across

Early State Formation (3100 BCE–500 CE)

- 1 Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by: 6/7.3.1
 - a Comparing social structures and belief systems in the early states of Greece or Rome, and China or Nubia/Egypt to examine how power is divided and maintained. 6/7.3.1.A
 - b Analyzing the motivations for territorial expansion among early complex societies. 6/7.3.1.B
 - c Analyzing how power shifts from one authority to another. 6/7.3.1.C

location, region, and the globe. 6/7.3

Theocracies (500 CE – 1700 CE)

- 2 Students will analyze regional and local examples of how theocracies generated stability, promoted conflict, and/or caused rebellion by: 6/7.3.2
 - a Identifying the role of religion in a theocracy. 6/7.3.2.A
 - b Analyzing factors that contributed to the rise of theocracies. 6/7.3.2.B
 - c Evaluating how theocracies expanded and limited economic and social opportunities. 6/7.3.2.C

Democratic Revolutions (1600 CE–1970 CE)

- 3 Students will analyze local, regional, and global examples of democratic revolutions as attempts to generate stability and connect and divide people across location, region, and the globe by: 6/7.3.3
 - a Identifying the multiple causes for democratic rebellions in Africa, Asia, the Americas, and Europe. 6/7.3.3.A
 - b Analyzing how sovereignty and individualism influenced democratic revolutions and the impact on the roles of gender, and equality. 6/7.3.3.B
 - c Assessing the role of nationalism in the creation of new empires and the rise of the nation- state. 6/7.3.3.C
 - d Determining the local, regional, and global impacts of democratic revolutions. 6/7.3.3.D

Authoritarian Regimes (2000 CE – today)

- 4 Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by: 6/7.3.4
 - a Analyzing factors that contributed to the rise of authoritarian regimes in Asia, Africa, and the Americas. 6/7.3.4.A
 - b Examining efforts to resist the centralization of power within authoritarian regimes and the ways that they connected and divided people. 6/7.3.4.B
 - c Evaluating how policies in 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology. 6/7.3.4.C

Movement of Pathogens and Ideas: The movement of pathogens and ideas drives innovation, generates fear, and facilitates change. 6/7.4

The Movement of Faith (600 BCE-1000 CE)

- 1 Students will evaluate the global movement of religion and its impacts by: 6/7.4.1
 - a Examining the similarities and differences between Judaism, Christianity, Hinduism, Buddhism, Sikhism, and Islam. 6/7.4.1.A
 - b Analyzing how trade, war, and other factors facilitate the spread of religions. 6/7.4.1.B
 - c Evaluating how religions influenced human communities and the formation of societies and empires. 6/7.4.1.C

Bubonic Plague (1340 CE-1350 CE)

- 2 Students will assess the effects of the Bubonic Plague on regional and local communities by: 6/7.4.2
 - a Tracing the geographic spread and the mechanisms that facilitated the spread of the Bubonic Plague in Asia and Europe. 6/7.4.2.A
 - b Describing how contemporary reactions to the Bubonic Plague were influenced by social and cultural values, and beliefs. 6/7.4.2.B
 - c Analyzing the plague's short- and long-term impact on population and antisemitism. 6/7.4.2.C
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The Decline of Empires (1945 CE-1997 CE)

- 3 Students will evaluate the local and global movement of democratic ideals and its impact on colonial empires by: 6/7.4.3
 - a Explaining how World War Two and the United Nations served as a catalyst for decolonization and national sovereignty. 6/7.4.3.A
 - b Analyzing the role of individual leaders, movements, and strategies in defeating colonial rule in Asia, Africa, and the Middle East. 6/7.4.3.B
 - c Assessing the long-term consequences (boundary disputes, civil war, economic underdevelopment, rise of dictators) of colonialism on the development of newly formed states in Africa, Asia, and the Middle East. 6/7.4.3.C
 - d Evaluating the progress made by former-colonial states in the 21st century. 6/7.4.3.D
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Pandemics (1980 CE-today)

- 4 Students will explore the local and global impacts of pandemics by: 6/7.4.4
 - a Identifying the origin and statistical trends of global pandemics and comparing the responses and impacts across regions. 6/7.4.4.A
 - b Examining the role of governments and non-governmental organizations in addressing the public health crises associated with the global spread of disease. 6/7.4.4.B
 - c Contrasting the responses and impact of the global spread of disease. 6/7.4.4.C
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Movement of Humans: Human movement facilitates the exchange of religious, cultural, and material goods which can create conflict and transformation. Humans develop spatial interactions, land use and settlement patterns

The Development of the Muslim World (Dar Al Islam) (600 CE – 1100 CE)

- 1 Students will analyze how the expansion of Islam impacted regional political, economic, and cultural transformation by: 6/7.5.1
 - a Exploring the role of Muslim missionaries, merchants, and military conquests on the spread of Islamic culture and religion. 6/7.5.1.A
 - b Analyzing Islamic influences on culture throughout Asia, North Africa, and Europe. 6/7.5.1.B
 - c Analyzing leadership decisions made in response to ruling over diverse non-Muslim populations. 6/7.5.1.C

and create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across multiple scales. 6/7.5

Mongol Expansion (1100 CE-1400 CE)

- 2 Students will evaluate how the local and regional expansion of the Mongol Empire facilitated the exchange, generated conflict, and created transformation by: 6/7.5.2
 - a Evaluating how leadership, advanced warfare, nomadic pastoralism helped the Mongol Empire gain power and expand. 6/7.5.2.A
 - b Evaluating the impacts of Mongol expansion on the societies conquered. 6/7.5.2.B
 - c Analyzing how territorial expansion increased Mongol contact with Africa, Asia, and Europe. 6/7.5.2.C

Partition of India (1940 CE – 1971 CE)

- 3 Students will analyze the causes and consequences of the regional refugee crisis created by the partition of India by: 6/7.5.3
 - a Determining the factors that contributed to the drawing of borders in the partition of India. 6/7.5.3.A
 - b Tracing the mass refugee migration created by the establishment of East Pakistan, India, and West Pakistan. 6/7.5.3.B
 - c Assessing the short- and long-term impacts of the partition of India. 6/7.5.3.C

21st Century Migrations (2000 CE -today)

- 4 Students will assess the causes and consequences of contemporary global and local migrations by: 6/7.5.4
 - a Distinguishing between immigrants and emigrants, as well as refugees, asylum seekers, labor migrants, displaced persons, forced migrants, and other 21st century migrants. 6/7.5.4.A
 - b Describing how climate change, food insecurity, population growth, environmental degradation, armed conflict, and other factors impact 21st century migration patterns in and between Asia, Africa, Oceania, Europe, and the Americas. 6/7.5.4.B
 - c Contrasting the range of responses to address 21st century migration patterns. 6/7.5.4.C

Human Systems - Economic Systems: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across

Networks of Exchange (1200 CE-1450 CE)

- 1 Students will investigate how regional control of resources promoted regional and global trade among complex societies by: 6/7.6.1
 - a Determining the incentives, costs, and benefits of the salt and spice trade in Asia, Africa, and Europe. 6/7.6.1.A
 - b Analyzing the movement of goods and ideas traded along the Silk Road, Indian Ocean Trade Routes, and Trans Saharan trade routes. 6/7.6.1.B
 - c Evaluating the impact of the trade systems that emerged to meet the demand for salt and spice. 6/7.6.1.C

location, region, and the globe. 6/7.6

Capitalism (1450 CE-1900 CE)

- 2 Students will evaluate the regional and global causes and consequence of expanding capital markets through imperialism and settler colonialism by: 6/7.6.2
 - a Identifying the principles of capitalism. 6/7.6.2.A
 - b Analyzing the role of capitalism in spurring innovation and creating wealth. 6/7.6.2.B
 - c Evaluating the political, economic, social, and cultural impacts of imperialism and settler colonialism on regions of the world. 6/7.6.2.C
 - d Contrasting how communities responded to and resisted imperialism and settler colonialism. 6/7.6.2.D

Centralized Planning in the Twentieth Century (1900 CE-2000 CE)

- 3 Students will investigate how centrally planned economies impacted regional and global relationships by: 6/7.6.3
 - a Identifying the principles of communism and socialism. 6/7.6.3.A
 - b Analyzing the role of labor movements, leaders, and political change in the formation of centrally planned economies. 6/7.6.3.B
 - c Evaluating the long-term impacts of centrally planned economies in Asia, Europe, and the Americas. 6/7.6.3.C

Globalization (1980 CE- today)

- 4 Students will evaluate the regional and global causes and consequences of globalization by: 6/7.6.4
 - a Evaluating how new international institutions, multinational corporations (supply chains), recognition of global human rights, digital communication, industrial technologies (outsourcing) led to accelerated globalization. 6/7.6.4.A
 - b Contrasting the long-term impacts of globalization in Asia, Europe, the Americas, and Africa. 6/7.6.4.B
 - c Analyzing how regional responses to economic globalization promoted and challenged understandings of nationalism. 6/7.6.4.C

Place and Region: The physical and human characteristics of a location are defined and redefined by internal and external factors. 6/7.7

Pre-Columbian Civilizations in the Americas (250 CE-1600 CE)

- 1 Students will analyze the local and regional growth connections and decline of Pre-Columbian civilizations by: 6/7.7.1
 - a Assessing how geographic features impacted trade, economics, and settlement patterns of the Mayan, Aztec, and Inca civilizations. 6/7.7.1.A
 - b Examining the social structures and belief systems of the Maya, Aztec, and Inca civilizations. 6/7.7.1.B
 - c Explaining the internal and external causes for the decline of the Maya, Aztec, and Inca civilizations. 6/7.7.1.C

Tokugawa Shogunate (1600 CE-1868 CE)

- 2 Students will analyze how Japan's physical and human characteristics impacted regional and power relationships under the Tokugawa Shogunate by: 6/7.7.2
 - a Investigating the physical and human characteristics of Japan and how they influenced the development of Japanese feudalism. 6/7.7.2.A
 - b Assessing the effectiveness of the tools and methods used to unify, stabilize, and centralize Japanese life under the Tokugawa Shogunate Empire. 6/7.7.2.B
 - c Evaluating the myth of Japanese isolationism under the Tokugawa Shogunate. 6/7.7.2.C
 - d Evaluating the effectiveness in resisting Western imperialism. 6/7.7.2.D

South African Apartheid (1948 CE-1994 CE)

- 3 Students will analyze how South Africa's physical and human characteristics impacted regional power relationships that led to the defeat of Apartheid by: 6/7.7.3
 - a Identifying how Dutch and British colonialism influenced the creation of South African Apartheid. 6/7.7.3.A
 - b Determining the political, economic, and social elements of the system of Apartheid. 6/7.7.3.B
 - c Analyzing the role of individual leaders, organizations, violent and non-violent strategies, and international pressure in defeating Apartheid. 6/7.7.3.C
 - d Evaluating the effectiveness of the Truth and Reconciliation Commission in redressing legacies of social injustice. 6/7.7.3.D

The Middle East (1900 CE – today)

- 4 Students will explore the local, regional, and global relationships that have defined the Middle East as a place and region by: 6/7.7.4
 - a Describing the significance of the Middle East to Jews, Christians, and Muslims. 6/7.7.4.A
 - b Analyzing how the outcomes of the Holocaust influenced the founding of Israel, alongside the migration of non-European Jewish communities within the region. 6/7.7.4.B
 - c Examining how regional conflicts (e.g., the Israeli-Egyptian conflict, the Israeli-Palestinian conflict, the Iran-Iraq War, The Gulf War, etc.) and diplomacy have influenced efforts toward stability and cooperation in the Middle East. 6/7.7.4.C
 - d Evaluating how ongoing attempts at peace and cooperation define the meaning and status of Jerusalem within the region. 6/7.7.4.D

economic, and social patterns of settlement and interaction. 6/7.8

- 1 Students will analyze how geographic understandings explain the local and regional settlement and interaction of the indigenous people of North America by: 6/7.8.1
 - a Analyzing how human responses to the natural environment created early complex societies in North America. 6/7.8.1.A
 - b Comparing and contrasting how urban centers in Chaco Canyon and Cahokia facilitated the movement of goods and ideas across long distances and connected peoples from diverse regions. 6/7.8.1.B
 - c Examining the role of human systems in the development of early complex societies in North America. 6/7.8.1.C

Transatlantic Slave Trade (1500 CE – 1808 CE)

- 2 Students will analyze the regional and global consequences of the Transatlantic Slave Trade by: 6/7.8.2
 - a Examining the nature of slavery around the world prior to the European settlement of North America. 6/7.8.2.A
 - b Describing the process and experience of the Transatlantic slave trade. 6/7.8.2.B
 - c Analyzing the rationale for the transition to chattel slavery and its relationship to the development of the theory of race. 6/7.8.2.C
 - d Examining the short- and long-term effects of chattel slavery on the social, political, and economic life in colonial North America. 6/7.8.2.D
 - e Identifying shifts in human systems and place created by the cultural contributions of enslaved Africans and free Black populations in North America. 6/7.8.2.E

Colonial and Native Interactions (1490 CE – 1763 CE)

- 3 Students will examine how regional interaction between European settlers and native populations altered the Americas by: 6/7.8.3
 - a Examining the motivations for European exploration and colonialism in the Americas. 6/7.8.3.A
 - b Contrasting Indigenous and European approaches to land use and how treaties were used to designate and deny sovereignty. 6/7.8.3.B
 - c Analyzing the impact of trade, labor systems, and disease on the Indigenous nations and the European colonizers. 6/7.8.3.C
 - d Assessing the effectiveness of Indigenous responses and resistance to European colonization. 6/7.8.3.D
 - e Determining the causes and consequences of the French and Indian War on American Indian alliances, British colonial policies, and American colonists. 6/7.8.3.E

American Indians Today (2010s CE-present)

- 4 Students will examine how American Indian nations responded to European settler colonization by: 6/7.8.4
 - a Examining demographic data on contemporary American Indian communities. 6/7.8.4.A
 - b Analyzing the role of native sovereignty in contemporary law. 6/7.8.4.B
 - c Analyzing how native culture among identified tribes has persisted and evolved over time. 6/7.8.4.C
 - d Examining contributions made by American Indians to the political and economic issues of the day. 6/7.8.4.D