

The **6<sup>th</sup> Grade Social Studies** students at St. Patrick’s will develop into individuals who are knowledgeable about the Western Hemisphere. They will know geography, history of, and be able to describe what the countries are like today. The areas studied will be Canada, Mexico, Central America, the Caribbean, and South America. The geography will include landforms, bodies of water, regions, countries, capitals, climate, and natural resources. History of, will include early civilizations, major battles, conflicts, and influential leaders. What the countries are like today will include government, jobs, traditions, languages, religion, foods, and recreational activities.

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>6.1</b>	<p>Students will master their understanding of Geography skills.</p> <ul style="list-style-type: none"> <li>a. Students will apply parts of a globe and understand hemispheres.</li> <li>b. Students will apply cardinal and intermediate directions.</li> <li>c. Students will apply map scale and map key.</li> <li>d. Students will be able to identify and apply the different types of maps such as political, elevation, physical, and distribution.</li> <li>e. Students will be able to identify major oceans and the seven continents.</li> <li>f. Students will be able to apply and locate places in the world using latitude and longitude.</li> </ul>	<ul style="list-style-type: none"> <li>-reviewing geography section</li> <li>-worksheets</li> <li>-daily geography challenge from National Geographic</li> <li>-geotermis</li> </ul>	<ul style="list-style-type: none"> <li>-Map quiz – over oceans and continents</li> <li>-weekly geo quizzes</li> <li>-geo graphs - Monthly</li> </ul>
<b>6.2</b>	<p>Students will identify geography aspects of the Western Hemisphere.</p> <ul style="list-style-type: none"> <li>a. Students will be able to identify the regions of the Western Hemisphere.</li> <li>b. Students will identify major landforms and bodies of water.</li> <li>c. Students will be able to identify natural resources.</li> <li>d. Students will be able to identify the different climates found in the Western Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>-chapter 1 Geography of the Western Hemisphere</li> <li>-worksheets</li> <li>-vocabulary</li> <li>-region flipper notes</li> <li>-study guides</li> </ul>	<ul style="list-style-type: none"> <li>-Chap. 1 test</li> </ul>

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>6.3</b>	<p>Students will be able to describe how facts about the past have helped us today.</p> <ol style="list-style-type: none"> <li>Student will be able to explain how archeologists gather clues.</li> <li>Student will be able to identify Beringia and its role with migration.</li> <li>Students will be able to recognize all the aspects of culture.</li> <li>Students will be able to identify all of the different cultures of the Western Hemisphere.</li> </ol>	<p>-chap. 2 People and Culture -worksheets -vocabulary -study guides</p>	<p>-chap. 2 Test</p>
<b>6.4</b>	<p>Students will be able to identify the physical aspects of Canada.</p> <ol style="list-style-type: none"> <li>Students will identify Canada's physical regions.</li> <li>Students will be able to identify Canada's landforms and rivers.</li> <li>Students will be able to identify Canada's natural resources.</li> <li>Students will be able to identify Canada's climates.</li> </ol>	<p>-chap. 3 Canada's Varied Land -worksheets -vocabulary -study guides -map-Canada's regions &amp; bodies of water -flippers- Regions</p>	<p>-Map Test- Physical Regions &amp; Bodies of Water -chap. 3 Test</p>
<b>6.5</b>	<p>Students will be able to identify all of the different types of peoples that make up Canada.</p> <ol style="list-style-type: none"> <li>Students will be able to identify the Inuit, Subarctic, Eastern Woodlands, Plains, and Northwest Coast Indians.</li> <li>Students will be able to compare all of Canada's Native Americans.</li> </ol>	<p>-chap. 4- The First Canadians -worksheets -study guide -vocabulary -construct a clay totem pole similar to the NW Indians style using personal items.</p>	<p>-chap. 4 Test</p>

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>6.6</b>	<p>Students will be able to identify how Canada came to be.</p> <ol style="list-style-type: none"> <li>Students will be able to list and identify Canada's early explorers.</li> <li>Students will be able to describe how Canada's early settlers survived and thrived.</li> <li>Students will identify Samuel Champlain and the French's contribution to Canada's development.</li> <li>Students will identify and explain why/how to French and Indian war.</li> <li>Students will identify the English's contribution to Canada's development.</li> </ol>	<p>-chap 5- Early History of Canada -worksheets -vocabulary -explorer's flipper notes - study guide</p>	<p>-chap. 5 Test</p>
<b>6.7</b>	<p>Students will be able to identify and explain the history of Canada from 1800-1900.</p> <ol style="list-style-type: none"> <li>Students will be able to list challenges faced by Canadian settlers.</li> <li>Students will be able to describe rebellions that occurred during this time period.</li> <li>Students will be able to identify significant leaders during this time.</li> <li>Students will be able to identify and describe events that lead to building a strong nation.</li> </ol>	<p>-chap. 6- Building a Strong Nation -study guides -worksheets -vocabulary -leaders flipper</p>	<p>-chap. 6 Test</p>
<b>6.8</b>	<p>Students will be able to describe and identify what makes Canada what it is today.</p> <ol style="list-style-type: none"> <li>Students will be able to describe and identify the many groups of people that make up Canada's culture.</li> <li>Students will be able to identify Canada's natural resources and tie that into its economy.</li> <li>Students will be able to describe some arts and recreation of Canada's culture.</li> <li>Students will be familiar with Canada's government and how it works.</li> <li>Students will be able to identify and locate all of Canadian provinces and capitals.</li> </ol>	<p>-chap 7- Canada Today -worksheets -vocabulary - study guide -recipes-research and create an authentic Canadian meal</p>	<p>-chap. 7 Test -Map Test-Provinces and Capitals -Province Profile Report and Box</p>

---

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>6.9</b>	Students will be able to identify the physical aspects of Latin America. <ul style="list-style-type: none"><li>a. Students will identify Latin America's physical regions.</li><li>b. Students will be able to identify Latin America's landforms and rivers.</li><li>c. Students will be able to identify Latin America's natural resources.</li></ul>	-chap. 8- Learning About Latin America -study guides -worksheets -vocabulary -flipper- Regions	-chap. 8 Test -Map Test- Regions

---

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>6.10</b>	<p>Students will be able to identify and describe Latin America's early Native American groups.</p> <ul style="list-style-type: none"> <li>A. Students will be able to identify the Maya, Aztec, and Inca cultures</li> <li>B. Students will identify the location of these Indian groups.</li> <li>C. Student will be able to list and describe major accomplishments of these Indian groups</li> <li>D. Student will be able to describe recreational aspects of each Native American group.</li> </ul>	<p>Chap. 9 Early Indian Civilizations</p> <ul style="list-style-type: none"> <li>Study guides</li> <li>Vocabulary</li> <li>Wksts</li> <li>Movie – El Dorado</li> <li>Web site-www. Aztecgame.com</li> </ul>	<p>Test Chap. 9</p>
<b>6.11</b>	<p>Students will be able to identify and describe how the Europeans conquered Latin America.</p> <ul style="list-style-type: none"> <li>A. Student will be able to identify reasons why exploration occurred.</li> <li>B. Students will be able to list and describe new technologies, which made exploration possible.</li> <li>C. Students will have knowledge of routes explorers took to Latin America.</li> <li>D. Students will be able to describe the events, which occurred in the downfall of the Aztecs.</li> <li>E. Student will be able to describe the events, which led to the downfall of the Incas.</li> </ul>	<p>Chap. 10 Europeans Come to America</p> <ul style="list-style-type: none"> <li>Study guides</li> <li>Vocabulary</li> <li>Wksts</li> </ul>	<p>Test Chap. 10</p>
<b>6.12</b>	<p>Students will be able to describe how Europeans colonized Latin American and identify their settlements.</p> <ul style="list-style-type: none"> <li>A. Students will be able describe and locate Viceroyalties of Spain and Portugal.</li> <li>B. Students will be able to describe the daily life of these colonies</li> <li>C. Student will be able to explain the role of missionaries.</li> <li>D. Students will be able to explain the role of slavery.</li> </ul>	<p>Chap. 11 Europeans Colonize Latin America</p> <ul style="list-style-type: none"> <li>Study guides</li> <li>Vocabulary</li> <li>Wksts</li> <li>Flippers- colonies</li> </ul>	<p>Test Chap. 11</p>

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>6.13</b>	<p>Students will be able to identify, locate, and describe the physical aspects of Mexico.</p> <ul style="list-style-type: none"> <li>A. Students will be able to identify Mexico's physical regions.</li> <li>B. Students will be able to identify Mexico's landforms and bodies of water.</li> <li>C. Students will be able to identify Mexico's resources.</li> </ul>	<p>Chap. 12 Geography of Mexico</p> <ul style="list-style-type: none"> <li>Study guides</li> <li>Vocabulary</li> <li>Wksts</li> <li>Map- regions, bodies of water</li> </ul>	<p>Test Chap. 12</p> <ul style="list-style-type: none"> <li>Map test – Mexico's regions and bodies of water</li> </ul>
<b>6.14</b>	<p>13 Students will be able to analyze and recognize important event and people e in Mexico's history.</p> <ul style="list-style-type: none"> <li>A. Students will be able to identify how Mexico gained independence from Spain.</li> <li>B. Students will be able to list and explain other important wars in Mexico's history.</li> <li>C. Students will be able to describe and identify major leaders and their accomplishments.</li> <li>D. Students will be able to explain how Mexico's constitution.</li> </ul>	<p>Chap. 13 History of Mexico</p> <ul style="list-style-type: none"> <li>Study Guides</li> <li>Vocabulary</li> <li>Wksts</li> <li>Flippers – people and leaders</li> <li>Line Portrait art project – famous Mexican</li> </ul>	<p>Test Chap. 13</p>
<b>6.15</b>	<p>Students will be able to describe, identify, and explain what Mexico is like today.</p> <ul style="list-style-type: none"> <li>A. Students will be able to describe the cultures of Mexico.</li> <li>B. Students will be able to describe the importance of family in Mexico's culture.</li> <li>C. Students will be able to identify some Mexican jobs and population issues.</li> <li>D. Students will be able to describe Mexican traditions and identify modern Mexican artists and writers.</li> <li>E. Students will be able to identify all of the Mexican states.</li> </ul>	<p>Chap. 14 Mexico Today</p> <ul style="list-style-type: none"> <li>Study guides</li> <li>Vocabulary</li> <li>Wksts</li> <li>Map – Mexican states</li> <li>Recipes – Mexican meal</li> <li>State report</li> </ul>	<p>Test Chap. 14</p> <ul style="list-style-type: none"> <li>Map Test – Mexican States</li> <li>Mexican State report/power point</li> </ul>

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
<b>6.16</b>	<p>Students will be able to identify, locate, and describe Central America's Physical aspects.</p> <ul style="list-style-type: none"> <li>A. Student will be able to identify Central America's physical regions.</li> <li>B. Students will be able to identify Central America's landforms and bodies of water.</li> <li>C. Students will be able identify Central America's climate.</li> <li>D. Students will be able to identify and list Central America's natural resources.</li> </ul>	<p>Chap. 15 Geography of Central America</p> <ul style="list-style-type: none"> <li>Study guides</li> <li>Vocabulary</li> <li>Wksts</li> <li>Map – regions and bodies of water</li> </ul>	<p>Test Chap. 15</p> <p>Map Test – regions and bodies of water</p>
<b>6.17</b>	<p>Students will be able to analyze and recognize important events and people in Central America's history.</p> <ul style="list-style-type: none"> <li>A. Students will be able to explain and describe Central America's type of government in the 1800's.</li> <li>B. Students will be able to describe coups and its effects on the government.</li> <li>C. Students will be able to explain and describe the US's role and involvement in Central America.</li> <li>D. Students will be able to describe Central America's government of today.</li> <li>E. Students will be able to identify and describe major leaders and their accomplishments.</li> </ul>	<p>Chap. 16 History of Central America</p> <ul style="list-style-type: none"> <li>Study Guides</li> <li>Vocabulary</li> <li>Wksts</li> <li>Flippers – leaders/government</li> </ul>	<p>Test Chap. 16</p>
<b>6.18</b>	<p>Student will be able to describe, identify, and explain what Central America is like today.</p> <ul style="list-style-type: none"> <li>A. Students will be able to describe ladino and give further information about their culture.</li> <li>B. Students will be able to identify other ethnic groups found in Central America today.</li> <li>C. Students will be able to list and describe major leaders and their accomplishments.</li> <li>D. Students will be able to describe and identify traditional life of Central American.</li> <li>E. Students will be able to identify the Central American countries and capitals.</li> </ul>	<p>Chap. 17 Central America Today</p> <ul style="list-style-type: none"> <li>Study Guides</li> <li>Vocabulary</li> <li>Wksts</li> <li>Map – countries/capitals</li> </ul>	<p>Test Chap. 17</p> <p>Map test- countries/capitals</p> <p>Report – Central America</p>

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>6.19</b>	<p>Students will be able to identify, locate, and describe the Caribbean's physical aspects.</p> <ul style="list-style-type: none"> <li>A. Students will be able to identify the Caribbean Island regions.</li> <li>B. Students will be able to identify the landforms and major bodies of water.</li> <li>C. Students will be able to identify the Caribbean's climate.</li> <li>D. Students will be able to identify and list the Caribbean's natural resources.</li> </ul>	<p>Chap. 18 Geography of the Caribbean</p> <ul style="list-style-type: none"> <li>Study Guides</li> <li>Vocabulary</li> <li>Wksts</li> <li>Map – regions/bodies of water</li> </ul>	<p>Test Chap. 18</p> <p>Map test regions/bodies of water</p>
<b>6.20</b>	<p>Students will be able to analyze and recognize important events and people in the Caribbean's history.</p> <ul style="list-style-type: none"> <li>A. Students will be able to describe how sugarcane changed the life of the Caribbean's.</li> <li>B. Students will be able to describe and identify major revolutions</li> <li>C. Students will be able to identify causes and effects of the Spanish American War.</li> <li>D. Students will be able to explain the U.S.'s role within the Caribbean.</li> </ul>	<p>Chap. 19 History of the Caribbean</p> <ul style="list-style-type: none"> <li>Study Guides</li> <li>Vocabulary</li> <li>Wksts</li> </ul>	<p>Test Chap. 19</p>
<b>6.21</b>	<p>Students will be able to describe, identify, and explain what the Caribbean is like today.</p> <ul style="list-style-type: none"> <li>A. Students will be able to describe and identify the different ethnic groups of the Caribbean.</li> <li>B. Students will be able to explain and describe how the Caribbean society is changing.</li> <li>C. Students will be able to list and describe how people in the Caribbean make a living.</li> <li>D. Students will be able to describe and explain ways Cuba and Puerto Rico are looking for diversified economic means.</li> <li>E. Students will be able to locate and label Caribbean Island and their capitals.</li> </ul>	<p>Chap. 20 Caribbean Today</p> <ul style="list-style-type: none"> <li>Study Guides</li> <li>Vocabulary</li> <li>Wksts</li> <li>Recipes – meal</li> <li>Map – islands/capitals</li> </ul>	<p>Test Chap. 20</p> <p>Map test – islands/capitals</p> <p>Power point brochure</p>

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>6.22</b>	<p>Students will be able to describe, locate, and describe South American's physical aspects.</p> <ul style="list-style-type: none"> <li>A. Student will be able to identify South America's regions.</li> <li>B. Students will be able to identify and locate South America's bodies of water and landforms.</li> <li>C. Students will be able to identify South America's climates.</li> <li>D. Students will be able to identify and list South America's natural resources.</li> <li>E. Students will be able to locate and label South America's countries and capitals.</li> </ul>	<p>Chap. 21 Geography of South America  Study Guides  Vocabulary  Wksts  Map – landforms, bodies of water, countries, and capitals</p>	<p>Test Chap. 21  Map test- countries/capitals  Report - Country</p>
<b>6.23</b>	<p>Students will be familiar with all aspects of geography.</p> <ul style="list-style-type: none"> <li>A. Students will be able to identify geographical terms.</li> <li>B. Students will be able to identify geographical facts.</li> <li>C. Students will be familiar with part of the globe.</li> <li>D. Students will be aware of current events going on around them.</li> </ul>	<p>Weekly geoterms – 1<sup>st</sup> – 2<sup>nd</sup> quarter  Geo notes/facts-2<sup>nd</sup> – 3<sup>rd</sup> quarter  Weekly Current events – 4<sup>th</sup> quarter  Practice of Geography Bee – 3<sup>rd</sup> quarter</p>	<p>Weekly geoterms and facts quizzes</p>