

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS  
SOCIAL STUDIES CURRICULUM  
GRADE 6**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><b>MARKING PERIOD 1 CHAPTER 10</b></p> <hr/> <p><b>CIVICS</b></p> <hr/> <p><b>U.S. HISTORY</b></p> <hr/> <p><b>U.S. HISTORY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• define terms and vocabulary including: Northwest Territory, Legislative Executive, Judicial Branches, Checks &amp; Balances and Northwest Ordinance.</li> <li>• identify the main goals and weaknesses of the Articles of Confederation.</li> <li>• understand the goals of the Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write a sentence explaining why each term is important. Have students write a sentence with the correct definition of vocabulary and terms.</li> <li>• Students can work in groups to create speeches with the opposing viewpoint about the central government formed by the Articles of Confederation.</li> <li>• Have students list and define the goals of the Constitution (to establish justice, to ensure peace, to defend the nation, and to protect the people’s well being and liberty).</li> </ul>	<ul style="list-style-type: none"> <li>• WB p. 79</li> <li>• WB p. 80</li> <li>• Text p. 348</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Assignment</li> <li>• Assignment</li> </ul>	<p>6.2-C4</p> <p>6.4-B4</p> <p>6.4-B4</p>

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<p><b><i>MARKING PERIOD 1 CHAPTER 10</i></b></p> <p><b>U.S. HISTORY</b></p> <p><b>U.S. HISTORY</b></p> <p><b>REVIEW</b></p> <p><b><i>MARKING PERIOD 1 CHAPTER 11</i></b></p> <p><b>U.S. HISTORY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify the purpose of the Constitutional Convention.</li> <li>• describe the Bill of Rights.</li> <li>• summarize information from the chapter.</li> <li>• define terms and vocabulary including: Washington, D.C., Electoral College, Inauguration, Cabinet, Political Party.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create Venn diagrams to compare and contrast the plan. Remind them that details describing both plans belong in the overlapping section.</li> <li>• Have pairs of students write two newspaper editorials as if they were written in 1787, one in favor of the Constitution, and one opposed.</li> <li>• Activities p. 358 &amp; 359</li> <li>• Assessment Book p. 57-60</li> <li>• Workbook p. 84</li> <li>• Have students write a sentence explaining why each term is important. Have students write a sentence with the correction definition of vocabulary and terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 346-347</li> <li>• WB p. 81</li> <li>• WB p. 82, 83</li> <li>• Textbook</li> <li>• Assessment Book</li> <li>• Workbook</li> <li>• WB p. 85</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Assignment</li> <li>• Test</li> <li>• Assignment</li> </ul>	<p>6.4-B4</p> <p>6.4-B4</p> <p>6.1-A11</p> <p>6.4-E1</p>

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<p><b><u>MARKING PERIOD 1</u></b> <b><u>CHAPTER 11</u></b></p> <p><b>CIVICS</b></p> <p><b>U.S. HISTORY</b></p> <p><b>CIVICS</b></p> <p><b>U.S. HISTORY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• explain how political parties emerged in the American government system.</li> <li>• describe how the location and design of the nation's capital was decided on.</li> <li>• evaluate the effects of the rise of political parties on government in the U.S.</li> <li>• explain how and why the U.S. expanded westward.</li> <li>• interpret information in visuals including maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students compare and contrast Hamilton's and Jefferson's ideas of government.</li> <li>• Have students use a map of Washington, D.C. to list three places to visit and tell why they want to visit each place.</li> <li>• Identify the political parties of some present day national leaders for students. Discuss the view points and help students see how these views fit either the Federalist or Democratic-Republican tradition.</li> <li>• Have students complete sentences to review information.</li> <li>• Website Technology: Students can find out more by clicking on "Atlas" at <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a>. Students should learn and identify key search terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Text p. 364</li> <li>• Text p. 365</li> <li>• Internet</li> <li>• Text p. 370-376</li> <li>• WB p. 87</li> <li>• WB p. 88</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Assignment</li> <li>• Internet</li> <li>• Assignment</li> <li>• Teacher Observation</li> <li>• Assignment</li> <li>• Assignment</li> </ul>	<p>6.2-A3</p> <p>6.4-B4</p> <p>6.2-C3</p> <p>6.4-B7</p> <p>6.6-A1</p>



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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><b>MARKING PERIOD 2 CHAPTER 12</b></p> <p><b>SOCIAL STUDIES SKILLS</b></p> <p><b>U.S. HISTORY</b></p> <p><b>SOCIAL STUDIES SKILLS</b></p> <p><b>REVIEW</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• interpret and explain information from a cross-section diagram.</li> <li>• describe the historical movements that influenced the development of the U.S.</li> <li>• use primary and secondary sources, such as visual material to acquire information.</li> <li>• summarize information from the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students select an object or machine that they are familiar with such as an electric pencil sharpener. Ask students to make a cross-section diagram of this object or of a part of the object to show how it works.</li> <li>• Have students write a brief summary of some of the resolutions in the Declaration of Sentiments.</li> <li>• Have students write a brief description of: abolitionists, fight against slavery, temperance, and women's rights.</li> <li>• Web Site Technology: Visit the Smithsonian Institution - click on "Smithsonian" @ <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a> or go to <a href="http://www.si.edu">www.si.edu</a>.</li> <li>• Assessment Book p. 69-72</li> <li>• Activities on p. 426 &amp; 427</li> <li>• Workbook p. 99</li> </ul>	<ul style="list-style-type: none"> <li>• WB p. 96</li> <li>• Text p. 416-420</li> <li>• WB p. 97, 98</li> <li>• Internet</li> <li>• Workbook</li> <li>• Textbook</li> <li>• Assessment Book</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Assignment</li> <li>• Assignment</li> <li>• Test</li> </ul>	<p>6.1-A3</p> <p>6.4-B4,5</p> <p>6.1-A3</p> <p>6.1-A11</p>

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<p><b>MARKING PERIOD 2 CHAPTER 13</b></p> <p><b>U.S. HISTORY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>ECONOMICS</b></p> <p><b>REVIEW</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• define terms and vocabulary including Bear Flag Revolt, Annex, Texas Revolution, Mexican War, James K. Polk.</li> <li>• describe life on the Oregon Trail.</li> <li>• identify routes used by people to travel to California.</li> <li>• evaluate the statements in written advertisement.</li> <li>• summarize information from the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write a sentence explaining why each term is important. Have students write a sentence with the correct definition of vocabulary and terms.</li> <li>• Have students research the features and climate of the Great Salt Lake area and discuss their impact on settlers.</li> <li>• Have students make a list of all the things they would be sure to pack when moving.</li> <li>• Have students make up a jingle to advertise a product.</li> <li>• Activities on p. 448 &amp; 449</li> <li>• Assessment Book p. 73-76 &amp; 77-80</li> <li>• Workbook p. 105</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Encyclopedia</li> <li>• Website</li> <li>• WB p.100 &amp; 101</li> <li>• WB p. 102</li> <li>• Internet</li> <li>• WB p. 103</li> <li>• WB p. 104</li> <li>• WB p. 105</li> <li>• Textbook</li> <li>• Assessment Book</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Assignment</li> <li>• Assignment</li> <li>• Assignment</li> <li>• Test</li> </ul>	<p>6.4-B1</p> <p>6.6-D2</p> <p>6.6-D6</p> <p>6.5-B6</p> <p>6.1-A11</p>





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<b>MARKING PERIOD 3 CHAPTER 15</b>	Students will be able to:				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>apply geographic skills to interpret legends and symbols on maps.</li> </ul>	<ul style="list-style-type: none"> <li>Have students choose two cities shown on the map and write directions telling the road, direction, an distance to travel to go from one city to the other.</li> </ul>	<ul style="list-style-type: none"> <li>WB p. 119</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> </ul>	6.6-A3
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>Discuss the roles of women and African Americans in the war.</li> </ul>	<ul style="list-style-type: none"> <li>Have students research key figures.</li> </ul>	<ul style="list-style-type: none"> <li>Text</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> </ul>	6.4-C8
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>analyze President Lincoln's goals as expressed in the Gettysburg address.</li> </ul>	<ul style="list-style-type: none"> <li>Have a group of students present a choral reading of the Gettysburg Address with another group of students, listening for the main ideas of the speech.</li> </ul>	<ul style="list-style-type: none"> <li>Text p. 508</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> </ul>	6.4-B1, C4
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>explain why Congress disagreed with Johnson's plan for Reconstruction.</li> </ul>	<ul style="list-style-type: none"> <li>Have students write a newspaper article describing the new rights and resources African Americans will have as part of the Reconstruction Act.</li> </ul>	<ul style="list-style-type: none"> <li>WB p. 120</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> </ul>	6.4-G3
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>summarize information from the chapter.</li> </ul>	<ul style="list-style-type: none"> <li>Activities on p. 522 &amp; 523</li> <li>Assessment Book p. 85-88 &amp; 89-92</li> <li>Workbook p. 121</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Workbook</li> <li>Assessment Book</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	6.1-A11

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<p><b>MARKING PERIOD 4</b></p> <p><b>NYSTROM SOUTH AMERICA LESSONS</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe the continent of South America.</li> <li>• identify major landforms and bodies of water in South America.</li> <li>• identify the countries and select cities of South America.</li> <li>• divide South America into geographical regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm as a class and make a list on a chart of words used to describe South America.</li> <li>• In pairs, students make a brochure advertising South America using descriptive words regarding its landforms and water.</li> <li>• After completing Activity Sheets 3a - 3c, students see how many countries in South America that they are able to label from memory.</li> <li>• Using the Master Legend, students draw symbols to describe the three regions of South America.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 56-61</li> <li>• Activity Sheets 1a - 1b</li> <li>• Nystrom Atlas p. 56-57</li> <li>• Activity Sheets 2a - 2d</li> <li>• Markers</li> <li>• Nystrom Atlas p. 57</li> <li>• Activity Sheets 3a - 3d</li> <li>• Activity Maps</li> <li>• Nystrom Atlas p. 56-61</li> <li>• Activity Sheets 4a - 4d</li> <li>• Master Legend</li> <li>• Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Evaluate 4d</li> </ul>	<p>6.6-A5</p> <p>6.6-A5</p> <p>6.6-A4,5</p> <p>6.6-B1-3</p>

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<b>NYSTROM SOUTH AMERICA LESSONS (con't)</b>	Students will be able to:				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>use maps to gather data on landforms, land cover, rainfall, growing seasons, land use, and population.</li> </ul>	<ul style="list-style-type: none"> <li>Students complete Activity Sheets 5a - 5d to learn further about the geographical regions of South America.</li> </ul>	<ul style="list-style-type: none"> <li>Nystrom Atlas p. 56-61</li> <li>Activity Sheets 5a - 5d</li> <li>Master Legend</li> <li>Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	6.6-A8
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>identify characteristics of climate zones in the tropics.</li> </ul>	<ul style="list-style-type: none"> <li>Using Activity Sheet 6d, students make a triorama showing which crops would grow best along the Pacific coast of Colombia. They write a paragraph explaining their answers.</li> </ul>	<ul style="list-style-type: none"> <li>Nystrom Atlas p. 58-59</li> <li>Activity Sheets 6a - 6d</li> <li>Scissors/Glue</li> <li>Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	6.6-B1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>identify causes of deforestation of the rain forest.</li> </ul>	<ul style="list-style-type: none"> <li>Students compare the shrinking rain forest map on p. 59 of the Atlas with maps on p. 60-61. They write a paragraph describing any connections seen between deforestation, land use, and population.</li> </ul>	<ul style="list-style-type: none"> <li>Nystrom Atlas p. 59-61</li> <li>Activity Sheets 7a - 7d</li> <li>Activity Maps</li> <li>Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	6.6-C5
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>describe the reasons for the cultural, ethnic, and religious diversity in South America.</li> </ul>	<ul style="list-style-type: none"> <li>After reading the stories of people from South America, students choose one to write a letter to him or her telling how his/her culture is similar and different.</li> </ul>	<ul style="list-style-type: none"> <li>Nystrom Atlas p. 57 &amp; 61</li> <li>Activity Sheets 8a - 8d</li> <li>Activity Maps</li> <li>Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	6.6-D2

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<p><b>NYSTROM SOUTH AMERICA LESSONS (con't)</b></p> <p><b>GEOGRAPHY</b></p> <p><b>SOCIAL STUDIES SKILLS</b></p> <p><b>NYSTROM AFRICA LESSONS</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• gather information from a variety of maps.</li> <li>• review what was learned in South America lessons 1 - 9.</li> <li>• use information from maps, graphs, and photos to describe the continent.</li> <li>• label physical features of Africa using map symbols.</li> <li>• identify countries and cities in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete Activity Sheets 9a - 9b to further compare cultures in South America.</li> <li>• Students demonstrate knowledge of South America by completing the Unit Review independently.</li> <li>• Using the outline map of Africa, students write 10 words or phrases to describe it.</li> <li>• Students create a travel brochure describing Africa based on what they learned about its land and water.</li> <li>• After completing Activity Sheets 3a - 3c, students see how many countries and/or cities they can label in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 56-61</li> <li>• Activity Sheets 9a - 9b</li> <li>• Unit Review page</li> <li>• Nystrom Atlas p. 62-67</li> <li>• Activity Sheets 1a - 1b</li> <li>• Nystrom Atlas p. 62, 64-65</li> <li>• Activity Sheets 2a - 2d</li> <li>• Activity Maps</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 63</li> <li>• Activity Sheets 3a - 3d</li> <li>• Activity Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Grade Unit Review</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>6.6-A3</p> <p>6.1-A11</p> <p>6.6-A5</p> <p>6.6-A3</p> <p>6.6-A4,5</p>

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<b>NYSTROM AFRICA LESSONS (con't)</b>	Students will be able to:				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• divide Africa into wet geographical regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use Activity Sheets 4a - 4c to describe the wet Congo Basin region and the wet Central region.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 64-67</li> <li>• Activity Sheets 4a - 4d</li> <li>• Map Markers</li> <li>• Map Legend</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-B1,3
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• divide Africa into dry geographical regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use their completed Activity Map to describe each dry region in 2 or 3 word phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 64-67</li> <li>• Activity Sheets 5a - 5d</li> <li>• Activity Maps</li> <li>• Master Legend</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-B1,3
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify factors contributing to the desertification of the Sahara.</li> </ul>	<ul style="list-style-type: none"> <li>• After completing Activity Sheets 6a - 6d, students write a paragraph explaining the techniques they used on their map 6d to prevent desertification.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 65 &amp; 67</li> <li>• Activity Sheets 6a - 6d</li> <li>• Activity Maps</li> <li>• Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-E2
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• use maps to gather data on rainfall, land use, and population.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a paragraph telling what you think Herodotus, an ancient Greek historian, meant when he described Egypt as "the gift of the Nile."</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 62, 65-67</li> <li>• Activity Sheets 7a - 7b</li> <li>• Colored pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-A8

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<b>NYSTROM AFRICA LESSONS (con't)</b>	Students will be able to:				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>identify two of Africa's major cultural groups.</li> </ul>	<ul style="list-style-type: none"> <li>Using information gathered from completing Activity Sheets 8a - 8d, students write a paragraph explaining why North Africa and Sub-Saharan Africa are considered two distinct cultural groups.</li> </ul>	<ul style="list-style-type: none"> <li>Nystrom Atlas p. 63, 66-67</li> <li>Activity Sheets 8a - 8d</li> <li>Activity Maps</li> <li>Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	6.6-B1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>gather information from a variety of maps.</li> </ul>	<ul style="list-style-type: none"> <li>Students write a paragraph telling which way of life in Africa, urban or rural, is most like theirs.</li> </ul>	<ul style="list-style-type: none"> <li>Nystrom Atlas p. 62-67</li> <li>Activity Sheets 9a - 9b</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	6.6-A8
<b>SOCIAL STUDIES SKILLS</b>	<ul style="list-style-type: none"> <li>review what was learned in Africa lessons 1 - 9.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate knowledge of Africa by completing Unit Review page independently.</li> </ul>	<ul style="list-style-type: none"> <li>Unit Review page</li> </ul>	<ul style="list-style-type: none"> <li>Grade Unit Review</li> </ul>	6.1-A11
<b>NYSTROM EUROPE LESSONS</b>					
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>use information from maps, graphs, and photos to describe the continent of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Students use maps from p. 68-79 of the Atlas to be able to describe features of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Nystrom Atlas p. 68-79</li> <li>Activity Sheets 1a - 1b</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	6.6-A5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><b>NYSTROM EUROPE LESSONS (con't)</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify major landforms and bodies of water in Europe.</li> <li>• identify select capitals and other large cities in Europe.</li> <li>• divide Europe into geographical regions.</li> <li>• divide Europe further into geographical regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Activity Sheet 2d, students use words and phrases to describe Europe's land and water.</li> <li>• After completing Activity Sheets 3a - 3c, students see how many countries in Europe they can label.</li> <li>• Students use Activity Sheet 4d to describe the Western and Southern regions of Europe.</li> <li>• Use information gathered from Activity Sheets 5a - 5c to describe the Eastern, Mountain, and Northern regions of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 68-69</li> <li>• Activity Sheets 2a - 2d</li> <li>• Nystrom Atlas p. 70-71</li> <li>• Activity Sheets 3a - 3d</li> <li>• Activity Maps</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 70-76</li> <li>• Activity Sheets 4a - 4d</li> <li>• Master Legend</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 70-76</li> <li>• Activity Sheets 5a - 5d</li> <li>• Master Legend</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>6.6-A5</p> <p>6.6-A4</p> <p>6.6-B1-3</p> <p>6.6-B1-3</p>

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<p><b>NYSTROM EUROPE LESSONS (con't)</b></p> <p><b>CIVICS</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• locate the places of origin of the major religions of Europe.</li> <li>• locate countries of the European Union.</li> <li>• compare and contrast European and Asian Russia.</li> <li>• gather information from a variety of maps.</li> </ul>	<ul style="list-style-type: none"> <li>• As a class, take a poll to identify which religion or denomination, if any, is the largest in the class. See if it seems to be related to the national origin of people in the community.</li> <li>• Students discuss the European Union and list reasons why their country should or should not join the Union.</li> <li>• Using a Venn Diagram, students complete it to compare and contrast European and Asian Russia.</li> <li>• Students complete Activity Sheets 9a - 9b to take a closer look at the various cultures in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 70-71</li> <li>• Activity Sheets 6a - 6d</li> <li>• Activity Maps</li> <li>• Nystrom Atlas p. 76</li> <li>• Activity Sheets 7a - 7d</li> <li>• Activity Maps</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 78-79</li> <li>• Activity Sheets 8a - 8d</li> <li>• Nystrom Atlas p. 68-79</li> <li>• Activity Sheets 9a - 9b</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Check p. 7d</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>6.2-E7</p> <p>6.6-A5</p> <p>6.6-B1</p> <p>6.6-A8</p>

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<p><b>NYSTROM EUROPE LESSONS (con't)</b></p> <p><b>SOCIAL STUDIES SKILLS</b></p> <p><b>NYSTROM ASIA LESSONS</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• review concepts covered in Europe lessons 1 - 9.</li> <li>• use information from maps, graphs, and photos to describe the continent of Asia.</li> <li>• identify major landforms and bodies of water in Asia.</li> <li>• identify select countries and cities in Asia.</li> <li>• divide Asia into dry geographical regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of what they learned about Europe by completing Unit Review page.</li> <li>• Students use maps and photos to write a travel journal entry about a city or country in Asia.</li> <li>• Students use information gathered from Activity Sheets 2a - 2d to write a brochure about Asia, describing its water and landforms.</li> <li>• After completing Activity Sheets 3a - 3c, students see how many countries and/or cities they can label on a map of Asia from memory.</li> <li>• Students give descriptive phrases to each of the three dry regions of Asia.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Review page</li> <li>• Nystrom Atlas p. 80-95</li> <li>• Activity Sheets 1a - 1b</li> <li>• Nystrom Atlas p. 84-85</li> <li>• Activity Sheets 2a - 2d</li> <li>• Activity Maps</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 86-87</li> <li>• Activity Sheets 3a - 3d</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 84-95</li> <li>• Activity Sheets 4a - 4d</li> <li>• Master Legend</li> <li>• Activity Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Unit Review</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>6.1-A11</p> <p>6.6-A5</p> <p>6.6-A5</p> <p>6.6-A4,5</p> <p>6.6-B1,3</p>

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<p><b>NYSTROM ASIA LESSONS (con't)</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• divide Asia into wet geographical regions.</li> <li>• read rainfall graphs and identify monsoon patterns.</li> <li>• contrast life in the Middle East before and after oil was discovered.</li> <li>• locate crowded countries and large urban areas in Asia.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use words and phrases to describe each of the three wet geographical regions of Asia.</li> <li>• Using Activity Sheet 6d, students contrast the locations of the cities that have monsoons with those that don't. Make a list of differences in their location.</li> <li>• Students write a paragraph describing how they think the Middle East will be affected when its oil reserves are gone.</li> <li>• Using Activity Maps, students compare the sizes and population density of China, India, and Bangladesh.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 80-95</li> <li>• Activity Sheets 5a - 5d</li> <li>• Activity Maps</li> <li>• Master Legend</li> <li>• Nystrom Atlas p. 82</li> <li>• Activity Sheets 6a - 6d</li> <li>• Colored pencils</li> <li>• Activity Maps</li> <li>• Nystrom Atlas p. 80-83</li> <li>• Activity Sheets 7a - 7d</li> <li>• Activity Maps</li> <li>• Nystrom Atlas p. 86-87 &amp; 92-93</li> <li>• Activity Sheets 8a - 8d</li> <li>• Colored pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>6.6-B1,3</p> <p>6.6-A8</p> <p>6.6-E1,2</p> <p>6.6-B6</p>

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<p><b>NYSTROM ASIA LESSONS (con't)</b></p> <p><b>CIVICS</b></p> <p><b>ECONOMICS</b></p> <p><b>GEOGRAPHY</b></p> <p><b>SOCIAL STUDIES SKILLS</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• locate the places of origin of six major religions in Asia.</li> <li>• compare Asia's past role in world trade with its role today.</li> <li>• gather information from a variety of maps.</li> <li>• review what was learned in Asia lessons 1 - 11.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write a paragraph comparing how the religions of Southeast Asia are different from those of Southwest Asia.</li> <li>• Working in groups, students list the goods exported by six major countries in Asia.</li> <li>• Students write a paragraph telling if rural or urban life in Asia is more like theirs.</li> <li>• Students demonstrate knowledge of what was learned about Asia by completing Review Unit pages independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 78-90</li> <li>• Activity Sheets 9a - 9d</li> <li>• Activity Maps</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 94-95</li> <li>• Activity Sheets 10a - 10d</li> <li>• Activity Maps</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 80-95</li> <li>• Activity Sheets 11a - 11b</li> <li>• Unit Review pages</li> <li>• Activity Sheets for Asia</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Grade Unit Review pages</li> </ul>	<p>6.2-E7</p> <p>6.5-B1</p> <p>6.6-A8</p> <p>6.1-A11</p>

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<p><b>NYSTROM AUSTRALIA LESSONS</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p> <p><b>GEOGRAPHY</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• use information from maps, graphs, and photos to describe Australia.</li> <li>• label physical features of Australia using map symbols.</li> <li>• identify and locate Australia's neighboring countries.</li> <li>• divide Australia into geographical regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Atlas, students write 10 words or phrases on the map to describe something about Australia.</li> <li>• Students make a brochure using words and phrases to describe the landforms and water of Australia.</li> <li>• Using the Activity Maps, students write the names of countries and major cities in Australia, Asia, and Oceania.</li> <li>• Using Activity Maps, students come up with 2 or 3 word phrases to describe the Western and Eastern regions of Australia.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 96-101</li> <li>• Activity Sheets 1a - 1b</li> <li>• Nystrom Atlas p. 96</li> <li>• Activity Sheets 2a - 2d</li> <li>• Activity Maps</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 97</li> <li>• Activity Sheets 3a - 3d</li> <li>• Activity Maps</li> <li>• Map Markers</li> <li>• Nystrom Atlas p. 96-101</li> <li>• Activity Sheets 4a - 4d</li> <li>• Activity Maps</li> <li>• Master Legend</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>6.6-A5</p> <p>6.6-A3</p> <p>6.6-A4,5</p> <p>6.6-B1,3</p>

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<b>NYSTROM AUSTRALIA LESSONS (con't)</b>	Students will be able to:				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• describe life in the Outback.</li> </ul>	<ul style="list-style-type: none"> <li>• After reading testimonials from those that live in the Outback, students write a letter to one of them telling how their life is similar and different.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 96-101</li> <li>• Activity Sheets 5a - 5d</li> <li>• Activity Maps</li> <li>• Map Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-B1,3
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• identify the three regions of Oceania.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use Activity Sheets 6a - 6c to write the names of the countries and possessions in each region of Oceania.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 96-103</li> <li>• Activity Sheets 6a - 6d</li> <li>• Activity Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-B1
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• gather information from a variety of maps.</li> </ul>	<ul style="list-style-type: none"> <li>• After using Activity Sheets 7a - 7c to further learn about culture, students write a paragraph to tell if urban or rural life in Australia is more like theirs.</li> </ul>	<ul style="list-style-type: none"> <li>• Nystrom Atlas p. 96-101</li> <li>• Activity Sheets 7a - 7d</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.6-A3
<b>SOCIAL STUDIES SKILLS</b>	<ul style="list-style-type: none"> <li>• review concepts covered in Australia lessons 1 - 7.</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of what was learned about Australia by completing Unit Review independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Review pages</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Unit Review</li> </ul>	6.1-A11

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<b><u>CIVICS LESSONS</u></b>	Students will be able to:				
<b>CIVICS</b>	<ul style="list-style-type: none"> <li>• give examples of American democratic ideals.</li> </ul>	<ul style="list-style-type: none"> <li>• Students interview family members and friends to understand what the ideals of liberty, equality, justice, individuality, and diversity mean to different people. They compare and contrast their findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideals Table</li> <li>• Ideals of U.S. Activity Sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.2-B1,2
<b>CIVICS</b>	<ul style="list-style-type: none"> <li>• define the principles of the U.S. government and identify how they represent democratic ideals.</li> </ul>	<ul style="list-style-type: none"> <li>• Students express their opinion in writing as to whether they think our country has acted in accordance with our ideals regarding the War on Terror.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Government Table</li> <li>• Sources of American Democracy Activity Sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.2-B1,2,3
<b>CIVICS</b>	<ul style="list-style-type: none"> <li>• describe examples of the Bill of Rights in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write editorials about current issues related to interpretations of the Bill of Rights.</li> </ul>	<ul style="list-style-type: none"> <li>• First Ten Amendments Table</li> <li>• First Ten Amendments Activity Sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.2-B1,3
<b>CIVICS</b>	<ul style="list-style-type: none"> <li>• explore how First Amendment Rights have been interpreted.</li> </ul>	<ul style="list-style-type: none"> <li>• Students find examples of how government has tried to restrict First Amendment Rights.</li> </ul>	<ul style="list-style-type: none"> <li>• First Ten Amendments Table and corresponding Activity Sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	6.2-B1

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<p><b>CIVICS</b> <u>LESSONS (con't)</u></p> <p><b>CIVICS</b></p> <p><b>CIVICS</b></p> <p><b>CIVICS</b></p> <p><b>CIVICS</b></p> <p><b>CIVICS</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• illustrate the procedure for amending the Constitution using the 12<sup>th</sup> Amendment.</li> <li>• link amendments to specific periods of change in U.S. history.</li> <li>• identify the branches of the federal government and the key members of each.</li> <li>• identify ways each branch is able to restrict actions of the other two.</li> <li>• trace the steps in getting a bill through the House of Representatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use the flow chart to show how and why another amendment was proposed and ratified.</li> <li>• Students create a timeline showing when each amendment was ratified. Add historic events to it.</li> <li>• On a map of Washington D.C., students locate where each branch, executive department, or agency works.</li> <li>• Students use the flow chart to examine another example of checks &amp; balances, such as power to negotiate treaties.</li> <li>• Students write a letter to their senator or representative with an idea for a bill.</li> </ul>	<ul style="list-style-type: none"> <li>• Flow Chart</li> <li>• Amendments List</li> <li>• Constitution</li> <li>• Amendments List</li> <li>• Three Branches Table</li> <li>• Washington D.C. Map</li> <li>• Checks &amp; Balances Flow Chart</li> <li>• Powers &amp; Balances Activity Sheet</li> <li>• Bill to Law Flow Chart</li> <li>• Legislation &amp; Congressional Committees Activity Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>6.2-C1</p> <p>6.2-C4</p> <p>6.2-C4</p> <p>6.2-C2</p> <p>6.2-C3</p>

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<b>CIVICS</b> <u>LESSONS (con't)</u>  <b>CIVICS</b>  <b>CIVICS</b>  <b>CIVICS</b>  <b>CIVICS</b>	Students will be able to:  <ul style="list-style-type: none"> <li>• trace steps in moving a bill through the Senate and White House.</li> <li>• trace a First Amendment lawsuit through the federal court system.</li> <li>• analyze how the rights of students are protected by Supreme Court cases.</li> <li>• define basic types of governments today and identify examples of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Student write an essay either agreeing or disagreeing with the quotation from Henry Clay on the chart.</li> <li>• Students research policies their school district has regarding protests.</li> <li>• Students do an oral reading of the oral arguments from a Supreme Court case involving students' rights.</li> <li>• Students use a Venn Diagram to compare and contrast how governments of the world have changed from 1900 to 1950.</li> </ul>	<ul style="list-style-type: none"> <li>• Flow Chart</li> <li>• Activity Sheets</li> <li>• Flow Chart</li> <li>• Landmark Cases Table</li> <li>• Activity Sheet</li> <li>• Landmark Cases Table</li> <li>• Constitution</li> <li>• Governments of the World Map</li> <li>• Types of Government Legend</li> <li>• Activity Sheet</li> <li>• Venn Diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Grade Essay</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	6.2-C3  6.2-A1  6.2-C6  6.2-E1

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<p><b>CIVICS</b> <u>LESSONS (con't)</u></p> <p><b>CIVICS</b></p> <p><b>CIVICS</b></p> <p><b>CIVICS</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• compare governments of two different democracies.</li> <li>• follow the process of identifying a community problem and developing a solution.</li> <li>• compare and contrast different methods of civic participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students research to compare the government of the U.S. today with historic governments. Write a paragraph on their findings.</li> <li>• Students use the chart to identify a problem and develop a solution for another issue in their own community.</li> <li>• Students work in groups to write an action plan on how to deal with an issue described on the activity sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing Governments Table</li> <li>• Governments of World Today Map</li> <li>• Activity Sheet</li> <li>• Problem, Solution, Action Table</li> <li>• Activity Sheet</li> <li>• Problem, Solution, Action Table</li> <li>• Activity Sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Grade paragraph</li> <li>• Teacher Observation</li> <li>• Teacher Observation</li> </ul>	<p>6.2-E1</p> <p>6.2-E3</p> <p>6.2-B &amp; D</p>