

SUBJECT: SOCIAL STUDIES

GRADE: SIX

TERM: ONE

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>People, Places and Environments</p> <p>Latitude and Longitude</p>	<ol style="list-style-type: none"> 1. Name the imaginary lines that divide the earth into hemispheres and locate these lines on the world map or globe. 2. State the major differences between lines of latitude and longitude. 3. Identify the 5 climatic zones of the earth using lines of latitude and longitude (warm hot, cool north, cool south, very cold south, very cold north.) 4. Describe the climate of each zone in terms of seasons and other pertinent features, such as temperature (cool, very cool, etc.) 5. Identify the major features and patterns of climate in the Caribbean region (general weather conditions including average temperature, seasons, including the hurricane season. 6. Describe the course of action for individuals and for their family in preparing for the various natural disasters that affect the region. 	<p>'I learned' statements (KWL)</p> <p>Portfolios</p> <p>Map work</p> <p>Binary (true, false)</p> <p>Poems, songs, x-temps</p> <p>Map work / color coding</p> <p>Portfolios</p> <p>Graphs interpretation</p>

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	<p>7. Identify major differences in rainfall, humidity and temperature in territories of the Region throughout the year.</p> <p>8. State what a tropical climate is and associate the tropical climate of the Caribbean Region with its proximity to the equator.</p> <p>9. Use examples to illustrate the influence of climate on the way of life of people in different parts of the earth (places close to and far from the equator).</p> <p>10. Use examples to illustrate how climate can influence the size of the population in some parts of the earth.</p> <p>11. Use examples to illustrate how landscape (mountain range, desert, thickly forested areas, and rivers) influences the size of population in different parts of the earth.</p> <p>12. Explain how the world's population is distributed; where people live.</p>	<p>Collection of data</p> <p>Analysis of data collected</p> <p>Use of Venn diagrams in recording similarities when data has been interpreted.</p> <p>Map work / Peer assessment</p> <p>Constructing models of houses, vehicles, dresses, in each climatic zone.</p> <p>Dress-up/ puppet, doll dress-up</p> <p>Rubric for assessing house, dress</p>

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	<p>each of these resources and give examples of the secondary industries and or the products derived from these resources.</p> <p>21. Explain why non-renewable resources such as bauxite, crude oil are considered to be important throughout the world.</p> <p>22. Explain in simple terms the importance of renewable resources such as forests, water, and fertile soil to all people of the earth.</p> <p>23. Use examples to illustrate how the availability of natural resources, such as pleasant climate, minerals and vegetation influence the industries of countries that possess these resources.</p> <p>24. Explain the ways in which individuals, communities and countries meet their needs for food, shelter, clothing and to improve their standard of living.</p> <p>25. Use examples to illustrate how the lack of or destruction of renewable resources, such as forests, soil, water can bring about major problems for people in different parts of the earth.</p>	<p>Debates</p> <p>Analysis of graphs (data)</p> <p>Binary (true, false)</p> <p>Mini exhibition</p> <p>Scrap book / semantic mapping</p> <p>Oral presentation / discussion</p> <p>Panel discussion / future wheel</p> <p>Flow chart using pictures</p>

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Map Skills	<ol style="list-style-type: none">1. Use legends to find information from maps and present information on maps.2. Use co-ordinates to locate places on a map and globe.3. Locate places and describe location of places using semi cardinal directions.4. Recognize that maps can represent various types of information, construct and read tables, bar graphs, flow charts and timelines.5. Gather data through use of text, observation, interviews and electronic media.6. Contribute to small group and class discussions through asking and responding to questions, expressing opinions and attempting to substantiate these; without hostility to the views of others.7. Arrive at a consensus in a small group.	Debate Portfolio Oral presentation

