

**SOCIAL STUDIES CURRICULUM  
GRADE LEVEL: 6**

**A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS -- Content Standard:** Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

| <b>Performance Standard</b>  | <b>Objectives</b>   | <b>Instruction/Materials</b>  | <b>Sample WSAS Test and Teacher Assessment</b> |
|--|---|---|--|
| <p>By the end of <b>grade eight</b>, students will:</p> <p>A.8.1 use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place.</p> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• understand a variety of maps: weather, population, physical, political, rainfall, vegetation, etc.</li> <li>• gather information about places from a variety of maps.</li> <li>• compare and contrast information about places represented on a variety of maps.</li> <li>• infer and apply information about places represented on a variety of maps.</li> </ul> | <p>Chapter One: Latin America and Canada - Social Studies Book</p> <p>Chapter Three: Lesson 1 - Geography of Canada - Social Studies Textbook</p> <p>Chapter Eight: Lesson 1 - Geography of Latin America</p> | <p>Daily geography booklet</p>                 |

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| <p>By the end of <b>grade eight</b>, students will:</p> <p>A.8.2 construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape.</p> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• construct mental maps of selected states and countries.</li> <li>• draw mental maps of selected states and countries.</li> </ul> | <p>Chapter Ten: Building Geography Skills - Understanding Map Projections p. 230</p> <p>Chapter Twelve: Lessons 1 and 2 - Geography of Mexico<br/>Building Geography Skills: Reading Contour Maps</p> <p>Chapter 15: Lessons</p> <p>Chapter 18: Lessons 1 and 2 - Geography of the Caribbean<br/>Building Geography Skills: Using Maps at Different Scales</p> <p>Chapter 21: Lesson 1 and 2 - Geography of South America<br/>Building Geography Skills: Reading Time Zones p. 444</p> |  |

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| By the end of <b>grade eight</b> , students will:   | The student will:  |   |   |
| A.8.3 use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density.                   | <ul style="list-style-type: none"> <li>• use an atlas (print/electronic) to interpret information from a variety of maps.</li> <li>• use an atlas (print/electronic) to estimate and/or calculate distance from a variety of maps.</li> <li>• use an atlas (print/electronic) to identify climatic patterns and land use from a variety of maps.</li> <li>• use an atlas (print/electronic) to analyze population density from a variety of maps.</li> </ul> | <p style="text-align: center;">?</p> <p style="text-align: center;">?</p> <p style="text-align: center;">?</p> <p style="text-align: center;">?</p> |   |
| A.8.4 conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment. | <ul style="list-style-type: none"> <li>• conduct a community historical study.</li> <li>• analyze the result of the local study.</li> <li>• explain the effect the results have had in the environment.</li> </ul>   | <p style="text-align: center;">No</p> <p style="text-align: center;">No</p> <p style="text-align: center;">No</p>                                   |   |

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| <p>By the end of <b>grade eight</b>, students will:</p> <p>A.8.5 identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases.</p> <p>A.8.6 describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation.</p> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• identify the natural resources in the different states and regions of the U.S. Use print and electronic resources.</li> <li>• compare the natural resources of different states and regions in the United States.</li> <li>• identify natural resources in other countries of the world.</li> <li>• compare natural resources within the different regions or countries of the world.</li> <li>• describe the environmental effects on the earth caused by <u>short-term physical</u> changes (floods, droughts, snowstorms, etc.)</li> <li>• describe the environmental effects on the earth caused by long-term physical changes (erosion, glaciation, plate tectonics).</li> </ul> | <p>No</p> <p>No</p> <p>?</p> <p>?</p> <p>Science</p> <p>Science</p> |   |

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| <p>By the end of <b>grade eight</b>, students will:</p> <p>A.8.7 describe the movement of people, ideas, diseases, and products throughout the world.</p> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• trace the movement of people throughout the world.</li> <li>• study the resurrection of different ideas throughout the world.</li> <li>• research the outbreaks of disease throughout the world.</li> </ul> | <p>Chapter Two: The First Americans - Lesson 1</p> <p>Chapter Four: Lesson 1, 2, 3, 4 - First Canadians</p> <p>Chapter Five: History of Canada - Lesson 1, 2</p> <p>Science</p> <p>Chapter Nine: Lesson 1 - Mayas, Lesson 2 - Aztecs, Lesson 3 - Incas</p> <p>Chapter 10: Lesson 1 - European Explorers</p> <p>Chapter 11: Lesson 1 - Spanish &amp; Portuguese Colonies</p> <p>Chapter 17: Lesson 1 - Central America - People</p> <p>Chapter 19: Lesson 1 - From Slavery to Freedom</p> <p>Chapter 20: Lesson 1 - Caribbean Today - The People</p> <p>Chapter 22: Lesson 1 - Independence in Spanish Colonies</p> <p>Chapter 23: North Coast C - People</p> <p>Chapter 24: Andean Countries - The People</p> <p>Add Chapter 25 &amp; Chapter 26</p> |   |

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| <p>By the end of <b>grade eight</b>, students will:</p> <p>A.8.8 describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.</p> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• research the ways that people in the different regions of the world react/interact with their physical environment.</li> <li>• study the ways in which vocational activities of people in different regions of the world are effected by their physical environment.</li> <li>• study the ways in which recreational activities of people in different regions of the world are effected by their physical environment.</li> </ul> | <p>No</p> <p>No</p> <p>Chapter 9: A Serious Sport p. 214</p> |  |

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| <p>By the end of <b>grade eight</b>, students will:</p> <p>A.8.9 describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals.</p> <p>A.8.10 identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment.</p> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• demonstrate the inter-relationship between buildings and the art, culture and architecture of the times.</li> <br/> <li>• describe the main scientific and technological inventions with emphasis on their social and economic effects on the environment.</li> </ul> | <p>No</p><br><p>No</p>       |  |

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| <p>By the end of <b>grade eight</b>, students will:</p> <p>A.8.11 give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations.</p> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• discuss global issues and their effects. Include in the discussion global markets, urbanization, consumption and possible extinction of natural resources and species.</li> </ul> | <p>Chapter One: Lesson 4 - 28<br/>Resources<br/>Saving the Environment - 33<br/>Chapter Three: Are Canada's Clean-Air Regulations Too Tough? p. 76<br/>Chapter Eight: Preserving the Amazon p. 191<br/>Chapter 12: Lesson 2 - Mexico: Climate and Resources<br/>Chapter 15: Lesson 2<br/>Central Am. - Climate and Resources<br/>Chapter 17: Is Land Reform Good for El Salvador? p. 362<br/>Chapter 18: Lesson 2 - Caribbean - Climate and Resources<br/>Chapter 21: Lesson 2 - South Am. - Climate and Resources</p> |  |