

**SIXTH GRADE MAGNET STUDENTS Summer Work** is to study and know this material before school starts. If they do NOT know this content already, they can use any means they wish by which to learn it. They may need to make a study sheet after researching this information (for example, definitions).

**Please note that as soon as possible at the beginning of the school year, there will be an assessment on the geography, including the map and globe skills.**

This information as taken from the Frameworks found at [www.georgiastandards.org](http://www.georgiastandards.org). **It specifies the prior knowledge that students should have learned in kindergarten-fifth grade.** (You can look at this website mentioned if you want more details of what content they should have learned in K-5<sup>th</sup>. I am not holding them responsible for ALL of it, just what I think is most important and relates to what we will be learning about in sixth grade.)

This information below will be included on an assessment that will be given within the first few weeks of school.

**NOTE: my experience has shown me that many students entering sixth grade do not know the meaning of the highlighted words. They are important to know and they will be expected to know them.**

### **Map and Globe Skills students should have learned K-5<sup>th</sup> grade:**

1. use a compass rose to identify **cardinal directions**
2. use **intermediate directions**
3. use a letter/number **grid system** to determine location
4. compare and contrast the categories of natural, cultural, and **political features** found on maps
5. use graphic **scales** to determine distances on a map
6. use **map key/legend** to acquire information from historical, physical, political, resource, product, and **economic** maps
7. use a map to explain impact of **geography** on **historical** and **current** events
8. draw conclusions and make generalizations based on information from maps
9. use **latitude and longitude** to determine location
10. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**GEOGRAPHY students should know before sixth grade (taught in K-5<sup>th</sup>).** **Assessment over their prior geography knowledge will be given as soon as possible at the beginning of the school year, probably the second or third week of school.**

#### **First Grade:**

Identify and locate the student's city, county, state, **nation (country)**, and **continent** on a simple map or a globe.

Locate major **topographical features** of the earth's surface.

Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.

Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.

Identify and describe landforms (mountains, deserts, valleys, and **coasts**).

#### **Second Grade:**

Locate on a physical map the major rivers: Savannah and Chattahoochee.

#### **Third Grade:**

Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence.

Locate major **mountain ranges** of the United States of America: Appalachian, Rocky.

Locate and describe the **equator**, prime meridian, and **lines of latitude** and **longitude** on a globe.

#### **Fourth Grade:**

Locate major physical features of the United States: the Gulf of Mexico, the Mississippi River, and the Great Lakes.  
Locate: New York City, NY; Washington, D.C.

**ECONOMICS students should know before sixth grade (taught in K-5<sup>th</sup>).** *(Assessment on their prior knowledge of economics will be given later in the school year, probably during the second nine weeks.)*

**Kindergarten:** Explain that people earn income by working.

Explain how money is used to purchase **goods** and **services**. Distinguish goods from services.

Identify that U.S. coins and dollar bills (paper money) are used as **currency**

**First Grade:** Identify goods that people make and services that people provide for each other.

Explain that **scarcity** is when unlimited wants are greater than limited **resources**.

Describe how people are both **producers** and **consumers**.

Explain that people earn income by working and that they must make choices about how much to save and spend.

**Second Grade:** Explain that because of scarcity, people must make choices that result in **opportunity costs**.

Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than **barter**.

Describe the costs and benefits of personal saving and spending choices.

**Third Grade:** Define and give examples of the four types of productive resources.

- a. **Natural (land)**
- b. **Human (labor)**
- c. **Capital (capital goods)**
- d. **Entrepreneurship** (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)

Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through **taxes**.

Give examples of interdependence and trade and explain the benefits of voluntary exchange.

-Describe the **interdependence** of consumers and producers.

-Explain that most countries create their own currency for use as money.

Explain the concept of opportunity cost as it relates to making a saving or spending choice.

**GOVERNMENT and CIVICS students should know before sixth grade (taught in K-5<sup>th</sup>).**

Describe the elements of representative democracy/republic in the United States.

Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).

State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).