

**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.

