Kolbe Academy
Home School

GRADE SIX
GEOGRAPHY
DAILY GEOGRAPHY PRACTICE

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SYLLABUS

COURSE TITLE: Geography Grade 6

COURSE DESCRIPTION:

Apply the geography lessons to the world around the child.

COURSE TEXTS:

- *Daily Geography Practice 6*, Teacher Edition
- *Daily Geography Practice 6*
- World Globe strongly recommended

COURSE OBJECTIVES:

Knowledge of the Essential Elements of the National Geography Standards:

- The World in Spatial Terms
- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society
- The Uses of Geography

SCOPE AND SEQUENCE:

Semester 1:
1. Elements on a Map
2. Parallels and Meridians
3. The Four Hemispheres
4. Map Grid and Index
5. Map Coordinates
6. Robinson Projection Map
7. Mercator Projection Map
8. Polar Projection: the Arctic Region
9. Picturing North America
10. Picturing the World
11. Road Map: Wyoming
12. Chicago O’Hare International Airport
13. Physical Map: North America
14. Physical Map: South America
15. Physical Map: Australia
16. Mountains Ranges of the World
17. Deserts of the World
18. Rivers of the World

Semester 2:
1. Regions of the United States
2. The West Indies
3. Regions of Central America
4. The Middle East Region
5. A National Symbol: Washington, D.C.
6. National Parks of Utah
7. Climate Zones of the United States
8. The Sahara Desert
9. World’s Ten Most Populous Countries
10. Cultural Map: National Basketball Association
11. Leading Rice-Producing Countries
12. Boroughs of New York City
13. Time Zones of the United States
14. Land Use Map: The North-Central Region
15. Tourist Map: Missouri
16. Resource Map: Mexico’s Minerals
17. History Map: Ancient Greece
18. A City Plan
SKILLS TO BE DEVELOPED:

- Finding symbols on a map
- Finding places on a map
- Using maps
- Directions
- Using a globe

COURSE PLAN METHODOLOGY:

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. Per the principle of subsidiarity, these course plans are a suggested course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

*Daily Geography 6 Teacher Edition* is represented by the abbreviation *DG6*. **It is of extreme importance that the parent obtains the teacher’s edition because all of the instructional information is contained in it.** The student book is a workbook only. *Daily Geography 5 Student Book* is represented by *DG6SB*. Each weekly assignment is summarized in the first rows of the week’s daily course plan along with the goals and notes for that week. The specific daily assignments are outlined in the following lines indicated by the **DAY 1** and **DAY 2**. Parent daily guidelines are given to the left of the student assignments. Most families will use Days 1 and 2 as a Monday/Wednesday or Tuesday/Thursday schooling schedule. This leaves Friday open for review, catch-up, field trips, or other activities. A family’s schedule can and should vary as needed.

Please note that although the book spreads each lesson into five days, in most cases we have condensed them into two days. You may cover the material in four days instead of two, if you like. Also, in order to complete the book in two eighteen-week semesters, it is necessary to do two lessons in one week of each semester. The extra lesson is shown in the eighth and seventeenth week of each semester, but you may want to cover two weeks at any time in the semester. The ninth week is review and exam week, so if necessary, you can cover one lesson at the beginning of the ninth week.

A weekly grade book is included at the end of the week’s course plan as a convenience. It includes a cumulative list of written assignments from the week’s course plan with point values given as a suggestion. Space for additional assignments, if needed, is included. **Kolbe Academy does not require that you keep record of all student work.** If you intend to report your child’s work to Kolbe Academy for an official report card, only two samples of written and graded work is required per semester for each course along with a report card submission. Parents should use the grade book only as a help to their home schooling and not as hindrance. Point values and weighting are suggested for convenience and may be modified, dropped completely, or added to as the parent deems fit. Please consult the Kolbe Program Guide for a full tutorial on using the grade book.
This geography course contains 36 weeks; we have broken into two 18-week semesters. Weeks 9 and 18 in each semester are considered review and examination weeks. Your student may not need all of Week 9 for review and exam. You can use this time to catch up in other courses if necessary, or to move on if you prefer.

Finally, begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial.
**FIRST SEMESTER**

### WEEK 1

<table>
<thead>
<tr>
<th>Books</th>
<th>Weekly Breakdown</th>
<th>Goals and Notes for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>DG6, DG6SB</td>
<td>p.1-6, p.1-2 &amp; 73</td>
<td>Elements on a Map. DG6, the teacher’s edition, should be looked over carefully before beginning to teach the lesson. By reading pages 1-5 you will get a greater appreciation of the series. All of the instructional information is contained in the teacher’s edition. Every lesson has a list of vocabulary with which the student should become very familiar. There is a Glossary beginning on p. 150 of the teacher’s edition, which contains all of the vocabulary words that are introduced in the book. If the child is able, it would be good for him to start an alphabetized vocabulary index card file. It is suggested that you have a globe and maps of the world, the United States, your state, and your city available for the child.</td>
</tr>
</tbody>
</table>

If the student began a list of the 50 states and their capitals in earlier geography, have him begin to add to the list when necessary. If the list was not started, have him start one now and add to it as each state’s capital is covered. List all of the states and capitals shown on this week’s map. Have the student begin to memorize all of the states and their capitals. |

### Student Daily Assignments

**DAY 1**
- DG6, p.6
- DG6SB, p.1 & p.73  
  Carefully read and discuss the information on DG6, p.6 with the student. Have the student turn to p.73 and discuss the map. It is suggested that the student use a bookmark in the section with the maps for easy access to them. Have the student complete the work on p.1.

**DAY 2**  
- DG6SB, p.2  
  Review the information from Day 1. Have the student complete the work on p.2.

### Week 1 Grade Book

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Include</th>
<th>(A) Points Earned</th>
<th>(B) Possible Points</th>
<th>A/B x100 =%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 1:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Page 2:</td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Week 1 Average**  
Add up column C & divide by number of included assignments = %
<table>
<thead>
<tr>
<th>Books</th>
<th>Weekly Breakdown</th>
<th>Goals and Notes for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>DG6</td>
<td>p. 10</td>
<td>Parallels and Meridians</td>
</tr>
<tr>
<td>DG6SB</td>
<td>p. 3-4</td>
<td></td>
</tr>
</tbody>
</table>

**Student Daily Assignments**

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DG6, p.10</th>
<th>Parent Daily Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DG6SB p. 3 &amp; p. 75</td>
<td>Read and discuss the information on DG6, p. 10 with the student. Have the student turn to p. 75 and discuss the map. Have the student complete the work on p. 3.</td>
</tr>
</tbody>
</table>

**DAY 2**

| DG6SB      | p. 4 & 75        | Review the information from day 1 and have the student complete the work on p. 4. It would be good to do the Challenge if time allows. |

### Week 2 Grade Book

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Include</th>
<th>(A) Points Earned</th>
<th>(B) Possible Points</th>
<th>A/B x100 =%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 3:</td>
<td>❑</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page 4:</td>
<td>❑</td>
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</tr>
<tr>
<td>Other:</td>
<td>❑</td>
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<tr>
<td>Other:</td>
<td>❑</td>
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</tbody>
</table>

**Week 2 Average**

Add up column C & divide by number of included assignments =%
### WEEK 3

<table>
<thead>
<tr>
<th>Books</th>
<th>Weekly Breakdown</th>
<th>Goals and Notes for the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>DG6</td>
<td>p. 14</td>
<td>The Four Hemispheres</td>
</tr>
<tr>
<td>DG6SB</td>
<td>p. 5-6 &amp; 77</td>
<td></td>
</tr>
</tbody>
</table>

**Student Daily Assignments**

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DG6, p.14</th>
<th>Read and discuss the information on DG6, p. 14 with the student. Discuss the vocabulary words. Have the student turn to p. 77 and discuss the map. Have the student complete the work on p. 5.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DG6SB p. 5 &amp; 77</td>
<td></td>
</tr>
</tbody>
</table>

| DAY 2     | DG6SB p. 6 & 77  | Review the information from day 1 and have the student complete the work on p. 6. It would be good to do the Challenge if time allows.                                                                 |

**Week 3 Grade Book**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Include</th>
<th>(A) Points Earned</th>
<th>(B) Possible Points</th>
<th>A/B x100 =%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 5:</td>
<td></td>
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<td>Page 6:</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

**Week 3 Average**

Add up column C & divide by number of included assignments = %