

Social Studies 6

Designed to help students achieve the outcomes of the Saskatchewan Social Studies 6 course (**Canada and its Atlantic Neighbours**) in an individualized learning system, this resource includes six self-contained workbook units, score keys, unit tests, and test keys.

The workbook set recommends the use of the *Canadian Oxford School Atlas, Ninth Edition* (**General Editor: Quentin H. Stanford**) for several of the learning activities included throughout.

Upon completion of each workbook unit, the student should be able to:

Workbook A: Understanding Geography and Canada's Place in the World

- ❖ Identify, on a map or globe, major cities, landforms, and bodies of water in Canada and a selection of countries bordering the Atlantic Ocean.
- ❖ Explain how different geographical factors might affect where and how people live in different countries.
- ❖ Compare population distributions in a selection of countries bordering the Atlantic Ocean with population distributions in Canada.
- ❖ Use parallels of latitude and meridians of longitude to locate places on a map.
- ❖ Calculate the time in different time zones.

Workbook B: South America (Colombia and Brazil)

- ❖ Explain how the physical geography of both Colombia and Brazil have influenced where its people live.
- ❖ Illustrate how the people of Colombia and Brazil have met the challenges of the physical geography around them and have developed the resources found there.
- ❖ Give examples of change in land use for the benefit of a particular region and the people who live there.
- ❖ Outline ways leaders and groups can use authority wisely to benefit the people of a particular country.
- ❖ Explain how Christians in both these countries are impacting people with the good news of Jesus Christ.

Workbook C: Europe (Spain and the Netherlands)

- ❖ Identify the major geographical and political divisions in western Europe.
- ❖ Explain how the physical geography of this region has influenced the way of life in Spain, Sweden, and the Netherlands.
- ❖ Illustrate the connection between human development and quality of life in Spain, Sweden, and the Netherlands.
- ❖ Explain how Christians in both these countries are impacting people with the good news of Jesus Christ.

Workbook D: Africa (Ghana and Mozambique)

- ❖ Describe the physical geography of both Ghana and Mozambique and explain how it has influenced where and how its people live.
- ❖ Illustrate how the people of Ghana and Mozambique are using their natural resources and how they are addressing the challenges of sustainable resource development.
- ❖ Give examples of change in land use for the benefit of a particular region and the people who live there.

- ❖ Describe the cultures of the people of Ghana and Mozambique and explain how they have changed over history.
- ❖ Explain how Christians in both these countries are impacting people with the good news of Jesus Christ.

Workbook E: The Middle East (Egypt and Israel)

- ❖ Explain how the physical geography of the Middle East has influenced where and how its peoples live, using examples that include Egypt and Israel.
- ❖ Explain how the dominant spiritual beliefs of these two countries have helped shape their history and their culture.
- ❖ Give examples from these countries of the use of different forms of power (force, authority, influence).
- ❖ Demonstrate how these forms of power find expression in youth culture today.
- ❖ Explain how Christians in both these countries are making a difference there.

Workbook F: Further Learning (Individual Country Research Project)

- ❖ Identify and use different sources of information to learn about another "Atlantic" neighbour of choice.
- ❖ Use the Internet successfully to obtain accurate information.
- ❖ Organize the information into specific topics.
- ❖ Create a point-form outline of each of the topics.
- ❖ Create an easy-to-understand visual presentation of what has been learned.
- ❖ Develop a student activity/worksheet for classmates to ensure understanding has taken place.