

Grade 6 Social Studies: Quarter 4 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 1 Inquiry and the Social Studies Practices	6 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will complete a series of C3 Inquiry Design Modules to demonstrate mastery of geographical skills, historical contextualization, and research by evaluating sources and synthesizing information from multiple sources. Over the course of this unit, students will revisit civilizations they have studied this year to unpack compelling historical questions via the social studies practices.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices
Q4, Unit 2 Project Based Assessment in Civics in compliance with T.C.A. 49-6-1028	2-3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will complete a civics action project in compliance with state law regarding civics.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices

Grade 6 Social Studies: Quarter 4 Map Instructional Framework

Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing. To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for Students learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, recommended protocols or activities aligning to these texts or standards, and a weekly assessment in the form of a TN Ready aligned writing prompt. **All curriculum materials, including the texts, instructions for protocols, and suggested text dependent questions can be found in Sharepoint.** Texts are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level and quarter. **Unless otherwise noted by an asterisk (*) all texts are in the supplemental packet for that quarter. If a text has an asterisk (*) then the material can be found in the unit folder for that quarter.**

Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary.

Contextual Redefinition.....Appendix A Page 58
Frayer Model.....Appendix A Page 59
List/Group/Label.....Appendix A Page 60
Semantic Webbing.....Appendix A Page 61

SVES (Elaboration).....Appendix A Page 62
Vocabulary Squares.....Appendix A Page 63
Word Sorts.....Appendix A Page 58

Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1p. 4
- Chunking.....p. 47
- Document Analysis Templatesp. 61
- Evaluating Arguments in a Resource Book p. 63
- Evidence Logsp. 66
- Read Aloudp. 130
- Reader’s Theaterp. 132
- Save the Last Word for Mep. 136
- Text to Text, Text to Self, Text to Worldp. 148
- Two Column Note Takingp. 157
- Word Wallp. 165

Unit Assessments

Unit Assessments have been provided in the SharePoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder of the Middle School section. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. They are provided in multiple formats; teachers may choose to use these as complete common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

Grade 6 Social Studies: Quarter 4, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 1 Inquiry and the Social Studies Practices	6 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will complete a series of C3 Inquiry Design Modules to demonstrate mastery of geographical skills, historical contextualization, and research by evaluating sources and synthesizing information from multiple sources. Over the course of this unit, students will revisit civilizations they have studied this year to unpack compelling historical questions via the social studies practices.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Module: Which Caesar was a better Leader?				
Standards	SSP1-SSP6				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick-write: Who is a leader you admire? Describe the person, their accomplishments, and the characteristics they have that you admire.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Discuss leadership qualities (positive and negative) of political and non-political leaders. Students should describe and rank their leadership qualities.				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Introducing the Compelling question materials from module, including quotes and featured sources A-B.				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Sources A-C for supporting question "How would you describe the leadership of Julius Caesar?" T-Chart notes on the good and bad qualities of the rule of Julius Caesar.				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Create a visual representing the good and bad qualities of Julius Caesar. Craft a written response on their final assessment of Julius Caesar's rule.				

Grade 6th Social Studies: Quarter 4 Unit 1 Week 1

C3 Civics Inquiry Unit—Module 1	
Compelling Inquiry Question	Which Caesar was a better leader?
Supporting Question(s)	How would you describe the leadership of Julius Caesar? How would you describe the leadership of Augustus Caesar? Who created better reforms and policies for Rome, Julius or Augustus Caesar?
Student Outcomes	Students can explain the significance of Julius Caesar and his rise to power. Students can explain the significance of Augustus Caesar and his rise to power. Students can analyze the changes Rome experienced as it transitioned from a Republic to Empire.
Texts	Texts <ul style="list-style-type: none"> Module: Which Caesar was a better Leader?
Text Specific and Text Dependent Questions	See Module Documentation
Suggested Classroom Strategies	See Module Documentation
Assessment(s)	Construct a written argument that addresses the compelling question (Which Caesar was a better leader?) using specific claims and relevant evidence from historical sources while acknowledging competing views.
Standard(s)	SSP1-SSP6 6.62 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. 6.64 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an Empire and explain the reasons for the growth and long life of the Roman Empire. * Military organizations, tactics, and conquests and decentralized administration * the purpose and functions of taxes * the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes. * the benefits of a Pax Romana

Grade 6th Social Studies: Quarter 4 Unit 1 Week 2

C3 Civics Inquiry Unit—Module 2	
Compelling Inquiry Question	Did the Roman Empire Fall?
Supporting Question(s)	What made the Roman conquests an empire? Why did the Roman Empire fall? Was the Roman Empire's fall an abrupt change? To what extent did the Roman Empire transform?
Student Outcomes	Students can describe the breadth of the Roman Empire and how it came to expand. Students can explain the events surrounding the fall of the Western Roman empire. Students can analyze where or not the Roman Empire fell.
Texts	Texts <ul style="list-style-type: none"> Module: Did the Roman Empire Fall?
Text Specific and Text Dependent Questions	See Module Documentation
Suggested Classroom Strategies	See Module Documentation
Assessment(s)	Did the Roman Empire fall? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary and historical sources while acknowledging competing views.
Standard(s)	SSP1-SSP6 6.69 Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes.

Grade 6th Social Studies: Quarter 4 Unit 1 Week 3

C3 Civics Inquiry Unit—Module 3	
Compelling Inquiry Question	Did the Chinese and Romans know each other?
Supporting Question(s)	Where were the Roman and Chinese Empires located? What did the Chinese know about the West? What did the Romans know about the East? How did the Chinese and Romans interact with one another?
Student Outcomes	Students can explain the impact of trans-Eurasian trade routes, including the Silk road and its antecedents. Students can analyze the geographical features of Ancient Rome and Ancient China. Students can explain the broadening of trade under the Han dynasty.
Texts	Texts <ul style="list-style-type: none"> Module: Did the Chinese and Romans know each other?
Text Specific and Text Dependent Questions	See Module Documentation
Suggested Classroom Strategies	See Module Documentation
Assessment(s)	Did Chinese and Romans know each other? Construct an argument (e.g. a speech, movie, poster, or essay) that explains to what extent the Chinese and Romans knew and interacted with each other using specific claims and relevant evidence from historical sources.
Standard(s)	SSP1-SSP6 6.37 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. 6.60 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. 6.61 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. 6.66 Identify the location of, and the political and geographic reasons for, the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

Grade 6th Social Studies: Quarter 4 Unit 1 Week 4

C3 Civics Inquiry Unit—Module 4	
Compelling Inquiry Question	Did Emperor Shi Huangdi improve China?
Supporting Question(s)	How did Shi Huangdi unify China politically? How did Shi Huangdi's reforms standardize society? To what extent did Shi Huangdi's treatment of opponents diminish his success?
Student Outcomes	Students can summarize how Shi Huangdi unified China and began the Qin dynasty. Students can describe the policies of Shi Huangdi and their relationship to Legalism. Students can analyze the success and failures of the Qin dynasty.
Texts	Texts <ul style="list-style-type: none"> Module: Did Emperor Shi Huangdi improve China?
Text Specific and Text Dependent Questions	See Module Documentation
Suggested Classroom Strategies	See Module Documentation
Assessment(s)	Did Emperor Shi Huangdi improve China? Construct an argument that addresses the compelling question using specific claims and historical evidence while acknowledging competing views.
Standard(s)	SSP1-SSP6 6.35 List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China.

Grade 6th Social Studies: Quarter 4 Unit 1 Week 5

C3 Civics Inquiry Unit—Module 5	
Compelling Inquiry Question	How do we know the past without written evidence?
Supporting Question(s)	Without using written language, how do people communicate? How was the nomads' geographic location based on needs? What footprint did nomads leave behind for our discovery?
Student Outcomes	Students can describe the evidence left behind by early humans. Student can analyze the characteristics of culture and their presence in nomadic societies.
Texts	Texts <ul style="list-style-type: none"> Module: How do we know the past without written evidence?
Text Specific and Text Dependent Questions	See Module Documentation
Suggested Classroom Strategies	See Module Documentation
Assessment(s)	Construct an argument with evidence addressing the compelling question, "How do we know the past without written evidence?"
Standard(s)	SSP1-SSP6 6.1 Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what archaeologists found. 6.2 Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry) 6.6 Identify and explain the importance of the characteristics of civilizations, including: <ul style="list-style-type: none"> * the presence of geographic boundaries and political institutions * an economy that produces food surpluses * a concentration of population in distinct areas or cities * the existence of social classes * developed systems of religion, learning, art and architecture * a system of record keeping *technology

Grade 6th Social Studies: Quarter 4 Unit 1 Week 6

C3 Civics Inquiry Unit—Module 1	
Compelling Inquiry Question	Was the development of agriculture good for humans?
Supporting Question(s)	How did environmental changes and new technologies affect the development of agriculture? How did the development of agriculture in Mesopotamia lead to the development of writing? What were the consequences of agriculture for humans?
Student Outcomes	Students can explain how geographical features, climate, and modifications to the environment led to the development of agriculture. Students can describe the reasons behind the invention of writing and its relationship to agriculture. Students can analyze the positive and negative consequences of agriculture upon burgeoning societies.
Texts	Texts <ul style="list-style-type: none"> Module: Was the development of agriculture good for humans?
Text Specific and Text Dependent Questions	See Module Documentation
Suggested Classroom Strategies	See Module Documentation
Assessment(s)	Was the development of agriculture good for humans? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
Standard(s)	SSP1-SSP6 6.3 Explain the importance of the discovery of metallurgy and agriculture. 6.4 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. 6.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. 6.10 Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. 6.12 Explain the effects of how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilization. 6.13 Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh), monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals).

Grade 6 Social Studies: Quarter 4, Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q4, Unit 2 Project Based Assessment in Civics in compliance with T.C.A. 49-6-1028	2-3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will complete a civics action project in compliance with state law regarding civics.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	TN Social Studies Practices

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	County Solutions: Problems Overview materials				
Standards	SSP1-SSP6 T.C.A. 49-6-1028				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Quick write: What do you think is the biggest problem in your community? Why? Explain in a paragraph with at least three supporting details.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	Think-Pair-Share on the two issues presented by the teacher to the class as possible topics for the class project.				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Tug for Truth – Which of the issues presented is the biggest problem in the community?				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students complete 5W + H graphic organizer on both articles for the topic that the classes decided was the biggest community issue.				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Complete “Define the Problem” section of Public Policy Flow Chart for class issue.				

Grade 6 Social Studies: Quarter 4, Unit 2 - Week 1

Connections to US Civics: Week 1	
Essential Question(s)	What people or groups are there in my community that supports it? What is the role of local government? What problems exist in your community? What could be done to address those problems?
Student Outcomes	Students can identify the roles of different individuals and governmental organizations in managing local communities. Students can identify problems in their community and create possible solutions for them.
Texts	Text: <ul style="list-style-type: none"> • County Solutions: Project Overview • Step One: We've got issues • Step Two: The news and you • Step Three: Who you gonna call? • Step Four: Working with websites
Suggested Classroom Strategies	See resource for each day's step.
Assessment(s)	See resource for each day's step.
Standards	SSP1-SSP6 T.C.A. 49-6-1028

Grade 6 Social Studies: Quarter 4, Unit 2 - Week 2

Connections to US Civics: Week 2	
Essential Question(s)	What people or groups are there in my community that supports it? What is the role of local government? What problems exist in your community? What could be done to address those problems?
Student Outcomes	Students can identify the roles of different individuals and governmental organizations in managing local communities. Students can identify problems in their community and create possible solutions for them.
Texts	Text: <ul style="list-style-type: none"> • Step Five: All about public policy • Step Six: Real world policies • Step Seven: Brainstorm a-brewin' • Step Eight: Positions, please! • Step Nine: Action campaign (may extend into third week)
Suggested Classroom Strategies	See resource for each day's step.
Assessment(s)	See resource for each day's step.
Standards	SSP1-SSP6 T.C.A. 49-6-1028