

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

Unit	Length	Unit Focus	Standards and Practices
Unit 9: Test Review	6 weeks	Students will review key concepts for TN Ready.	TN Social Studies Practices: SSP.01-SSP.06
Unit 10: Project-Based Learning and Civics Inquiry	3 weeks	Students will engage in project based learning to synthesize information learned over the course of the year.	TN Social Studies Practices: SSP.01-SSP.06

Grade 6 Social Studies: Quarter 4 Map Instructional Framework

Course Description:

World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade. *This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

Planning and Pacing

The curriculum map outlines the content and pacing for each grade and subject and allows teachers to adequately cover all new material prior to testing. The map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. Teachers are considered on pace if they are within two weeks of the curriculum maps.

Weekly Guidance

Weekly overviews include essential questions, student outcomes, texts, suggested strategies and protocols for classroom use, a weekly assignment written in the form of a TN Ready aligned writing prompt, and the associated standards. All curriculum materials, including the texts and instructions for protocols, can be found in Sharepoint. Texts and are in the "6-8 Supporting Documents and Resources" folder and arranged by grade level, quarter, and unit.

Social Studies Instructional Strategies

Suggested strategies and protocols outlined in the maps can be found in the 6-8 Supporting Documents and Resources folder. There are two ways to access resources. They may be accessed individually in the strategies folder or they may be accessed via clicking on hyperlinks in the strategies overview document.

Unit Assessments

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

Content Connections

The units in this map align with English Language Arts Standards in writing, reading, informational text, speaking and listening.

Unit Overview: Quarter 4 Unit 9 – Test Review

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 9: Test Review	6 weeks	Students will review key concepts for TN Ready.	TN Social Studies Practices: SSP.01-SSP.06	Once teachers finish teaching new material, they should review their data and use time they have with their classes for review ahead of the Social Studies TCAP. Teachers should review data and reteach concepts that need to be retaught based on past student performance. Once material has been mastered, a variety of review activities can be completed prior to and during the testing window. Once the social studies test has been conducted and/or classes resume to the normal schedule, teachers can move on to the next unit on projects.

Grade 6 Social Studies: Quarter 4 Unit 9 Vocabulary

Tier 2 Vocabulary

Dependent upon standards being covered for review.

Tier 3 Vocabulary

Dependent upon standards being covered for review.

Sample Lesson: Quarter 4 Unit 9 – Test Review Example – Pin the Location

Submitted by:	Rachel Ruth, White Station Middle
SS TN Standard(s):	6.05, 6.13, 6.20, 6.25, 6.31,6.39, 6.51
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students will review all sixth grade geography features and locations.
Key Academic Vocabulary:	Black Sea, Euphrates River, Mediterranean Sea, Persian Gulf, Tigris River, Zagros Mountains, Nile Delta, Nile River, Red Sea, Upper/Lower Egypt, Sahara, Dead Sea, Jerusalem, Jordan River, Sinai Peninsula, Ganges River, Himalayan Mountains, Indian Ocean, Indus River, Subcontinent of India, Gobi Desert, Pacific Ocean, Plateau of Tiber, Yangtze River, Yellow River, Asia Minor, Athens, Macedonia, Peloponnesian peninsula, Sparta, Constantinople, Italian Alps, Italian Peninsula, Rome, Tiber River
Resources / Materials:	Pin the Location on the Map instructions in SharePoint folder Copies of maps from SharePoint file Copies of labels from SharePoint file Tape Timer
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Alphabet Brainstorm – Brainstorm as many geographical features or locations that you have learned during your study of sixth grade civilizations.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How does geography impact the development of a civilization?
High-Quality Text(s):	Map of Mediterranean and Asia
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Review bell ringer with class, brainstorm more locations. For each location, have students identify the civilization or civilizations associated with that geographical feature. For example, if a student has Mediterranean Sea for M, this might relate
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Teacher will need to divide the class into two to four groups. Once students are in groups they will line up and will go one at a time to put their label up on the map in the correct geographic location. Each round will be for 30 seconds and then will be checked so that all students have a chance to play and complete the game. If the student has the location wrong the must return the label to the next student in line and go to the end of the line. If the student got the answer correct the next student in line may take the next location and place it in the correct spot. This pattern will be done until all location labels have been placed correctly on the map. Whichever team places all locations correctly the fastest wins the game.

Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Students should label a blank map from memory.
Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
Homework:	N/A

Sample Lesson: Quarter 4 Unit 9 – Test Review Example – Relay Review

Submitted by:	Rachel Ruth, White Station Middle
SS TN Standard(s):	All standards.
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students will review information on all civilizations studied in sixth grade.
Key Academic Vocabulary:	Varies.
Resources / Materials:	See Relay Review activity in SharePoint. Students will need to be in groups, events printed out and separated into units (see SharePoint file), worksheets for answer recording, envelopes for each number of events.
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Students can do a List-Group-Label on a letter from the GRAPES model (i.e. geography, religion, achievements, politics, economics, or social structure), listing all the vocabulary terms from the year for their section, then grouping them by civilization, and labeling the civilization.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	What do we know about sixth grade social studies?
High-Quality Text(s):	See Relay Review activity in SharePoint.
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	See instructions in Text-Specific Application
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<ol style="list-style-type: none"> 1. The teacher needs to prepare the different events to use in the relay. 2. Teachers need to divide the class into groups of 4 students, students should be divided with a mixture of different levels of student knowledge. 3. The teacher then should explain the directions to each group. This activity is best done in a large open area. 4. Teachers should hand the events out to each group all ones go together, all twos go together and so forth. Students will then race to put the events of each envelope with the matching unit. 5. Once one number is completed for all units students will have the teacher check it before they get another number of events. This will continue until all numbers have been covered.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Students should choose one unit from the game and write up a summary of information about that civilization's information.
Weekly Assessment: <i>Guidance is provided weekly in the map to</i>	N/A

<i>support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	
Homework:	N/A

Unit 9: Test Review – Weeks 1-6

Essential Question(s)	How do civilizations develop?
Student Outcomes	Students will review information on civilizations studied in sixth grade.
Texts	<p>Textbook: McGraw Hill, Discovering Our Past: A History of the World - Early Ages</p> <p>Reader: Pin the Location Relay Review Previous reader texts can be utilized according to the standard being reviewed or retaught.</p> <p>Maps/Videos/Images: Review Games: Jeopardy (example: JeopardyLabs), Family Feud, Pyramid, Wheel of Fortune, Millionaire, Deal or No Deal, Trashketball, Kaboom (with vocabulary), True/False/Fix, Around-The-Room, Quiz/Quiz/Trade, Plickers</p>
Suggested Classroom Strategies and Protocols	<p>Alphabet Brainstorm: Geography locations, on any civilization, on achievements from all civilizations, etc.</p> <p>Character Charts/Character Maps/Identity Charts: Hammurabi, pharaoh, Ramses, Hatshepsut, Tutankhamun, Saul, David, Solomon, Confucius, Qin Shi Huangdi, Homer, Aristotle, Plato, Socrates, Alexander the Great, Julius Caesar, Augustus Caesar, Constantine</p> <p>Generate/Sort/Connect/Elaborate or List/Group/Label: Geography, Achievements, Politics, Social Structures of any Civilization</p> <p>Create a Headline: Major events from any civilization.</p> <p>Give One, Get One: Major facts from any civilization.</p> <p>Human Timeline: Major events from Greece and Rome.</p> <p>Life Road Maps or Storyboard: Agricultural Revolution, Mesopotamian achievements, social classes of Egypt, Egyptian pharaohs in 6.17, kings of Israel from 6.23, events of 6.24, Harappan civilization, events of 6.34-36, Silk Road, events of the Persian Wars, events of the Peloponnesian Wars, rule of Julius Caesar, rule of Augustus Caesar, fall of the Western Roman Empire</p> <p>Two Minute Interviews: See above topics</p> <p>Explanation Game: See above topics, additionally – mummification, cultural diffusion via Silk Road, democracy in Athens, republic in Rome.</p> <p>Back to Back, Face to Face: Major events/facts from any civilization.</p> <p>Poster Session: Assign student groups an entire civilization or topic from a civilization to review.</p>
Assessment	Dependent upon standard being taught.
Standards	Teachers should look over student data to evaluate which standards should be taught during review.

Unit Overview: Quarter 4 Unit 10 – Project Based Learning and Civics Inquiry

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 10: Project-Based Learning and Civics Inquiry	3 weeks	Students will engage in project based learning to synthesize information learned over the course of the year.	TN Social Studies Practices: SSP.01-SSP.06	Projects offer a flexible way to assess a student's learning for the year's study. This unit contains ideas for potential projects along with complete instructions for two projects.

Grade 6 Social Studies: Quarter 4 Unit 10 Vocabulary

Tier 2 Vocabulary

Dependent upon standards being covered for projects.

Tier 3 Vocabulary

Dependent upon standards being covered for projects.

Sample Project: Quarter 4 Unit 10 – What Government Works Best?

Submitted by:	Rachel Ruth, White Station Middle
SS TN Standard(s):	6.09, 6.41, 6.,42, 6.53
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students will identify and research the main types of government learned in sixth grade. They will compare this to governments used today to determine what government would be best to rule an empire or country.
Key Academic Vocabulary:	Democracy, monarchy, absolute monarchy, constitutional monarchy, dictatorship, oligarchy, city-state
Resources / Materials:	'What government works best?' instructions in SharePoint Computers/books, list of governments to research, direction sheet, rubric
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Students will choose a type of government they learned about in sixth grade and create a bubble map with details about that type of government.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How do societies govern themselves?
High-Quality Text(s):	Textbook and approved websites.
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Students will research types of government and fill in their government review chart. After gathering information, groups will decide on the most and least effective types of government.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students will write an informative identifying the most and least effective types of governments.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Students can score themselves on the rubric and/or make a presentation to the class.
Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
Homework:	N/A

Sample Project: Quarter 4 Unit 10 – Timeline Project

Submitted by:	Rachel Ruth, White Station Middle School
SS TN Standard(s):	All sixth grade standards.
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students will create a timeline that covers the entire year's events in chronological order.
Key Academic Vocabulary:	Varies.
Resources / Materials:	'Timeline Project' instructions in SharePoint All students will need copies of the instructions and rubric.
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Alphabet Brainstorm : What are major events or accomplishments that you have learned about in sixth grade social studies?
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How do civilizations develop?
High-Quality Text(s):	Textbook, other texts as assigned
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Working in groups, students will identify six important events from each major unit of study in sixth grade, including: Mesopotamia, India, China, Egypt, Rome, Greece, and Israel.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Once events are identified, students will create their timeline in the format of their choice. All timelines must include accurate information, illustrations, and written explanations.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Students can go on a gallery walk of timelines from their class. Students should identify what they think the most important events were from each unit of study.
Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
Homework:	N/A

Unit 10: Project Based Learning and Civics Inquiry - Weeks 1-3

Essential Question(s)	How do civilizations develop? Why do civilizations rise and fall?
Student Outcomes	Students will review and demonstrate mastery of sixth grade social studies standards.
Texts	<p>Textbook: Textbook: McGraw Hill, Discovering Our Past: A History of the World - Early Ages</p> <p>Reader: 'Timeline' Project 'What Government Works Best?' Project</p> <p>Maps/Videos/Images: iProject on sixth grade civilizations Stage a TV Contest or Build a Board Game A to Z book, Video projects, Build an action figure or historical trading cards, interactive textbooks, comics, imaginary civilization, historical journals, historical interviews, historical fiction, civilization brochure or poster, video project, create a historical newspaper</p>
Suggested Classroom Strategies and Protocols	<p>Found Poems: Teachers can use previously used primary sources or reader texts for this activity or allow students to choose from a variety of primary sources from throughout the year to summarize their learning on a civilization.</p> <p>Human Timeline: Students can choose a concept (i.e. types of government) or civilization and create the timeline topics and cards for this activity. The best timelines can be tested by the class.</p> <p>Storyboard: Students can choose a concept or civilization and create an extended storyboard for that civilization or concept.</p> <p>Poster Session or Anchor Charts: Students can create posters or anchor charts for major concepts or civilizations.</p>
Assessment	Project serves as assessment.
Standards	All sixth grade standards.