

**Course Name/Number: Social Studies**  
**Grade Level: 6<sup>th</sup> Grade**

**Curriculum Map**

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<b>Name: Daily Oral Geography- Reviewing Map Skills</b>	Describe the use of globes, maps, and aerial photos. How are longitude and latitude lines used to find absolute locations? What are the cardinal and intermediate directions? What is the purpose of a political, physical, historical, and distribution map?	<b>ILS:</b> 16.A.3b, 17.A.3a, 17.A.3b	<b>Formative:</b> Discussion and completion of assignments <b>Summative:</b> Quizzes, Test	Interactive notes, cooperative learning, group activities, group discussions, Google Earth (latitude and longitude)	Laminated maps Computer projector Globes Maps	
<b>Name: September 11, 2001 Tragedy</b>	What took place on 9/11/2001? What impact has 9/11 had on our society?	<b>ILS:</b> 15.B.3b <b>CC:</b> RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4 RH.6-8.7, RH.6-8.8, RH.6-8.9, WHST.6-8.2, WHST.6-8.6, WHST.6-8.7, WHST.6-8.9	<b>Formative:</b> Discussion and KWL chart <b>Summative:</b> There are Heroes Among Us assignment	KWL chart, Interactive notes, cooperative learning group, group discussion, watched the film “ Remembering Sept. 11	9/11 PowerPoint presentation Computer projector	
<b>Name: Chapter 3 Early Humans and the Agricultural Revolution– Lesson 1: Hunter-Gatherers</b>	<b>ESSENTIAL QUESTION: How do people adapt to their environment?</b>  <i>Guiding Questions:</i> *What was life like during the Paleolithic Age? *How did people adapt to survive during the ice ages?	<b>NCSS Standards:</b> <b>1 Culture</b>  <b>2 Time, Continuity, and Change</b>  <b>4 Individual Development and Identity</b>  <b>5 Individuals, groups, and institutions</b>  <b>6 Power, Authority, and Governance</b> <b>7 Product Distribution, and Consumption</b>  <b>8 Science, Technology, and Society</b>	<b>Formative:</b> Discussion and completion of assignments, note-taking quiz, Comprehension Test <b>Summative:</b> Vocabulary	Interactive notes, cooperative learning, group activities, group discussions, foldable, Lascaux Cave Paintings-Cave Art	Computer projector Videos Cave Art	

<b>Name: Civics– Constitution Day Sept. 17</b>	What did the Constitution do for our nation?	<b>ILS:</b> 14.A.3, 14.B.3, 14.F.3b	<b>Formative:</b> Completion of a worksheet <b>Summative:</b> quiz	Bill of Rights interactive game from <a href="http://www.constitution.org">www.constitution.org</a> Constitution video	Computer projector Videos	
<b>Name: Chapter 3 Early Humans and the Agricultural Revolution– Lesson 2: Agricultural Revolution</b>	<b>ESSENTIAL QUESTION: How do people adapt to their environment?</b>  <i>Guiding Questions:</i> *How did farming change people’s lives? *What was life like during the Neolithic Age? *What characteristics did early civilizations share?	<b>NCSS Standards:</b>  <b>1 Culture</b>  <b>2 Time, Continuity, and Change</b>  <b>4 Individual Development and Identity</b>  <b>5 Individuals, groups, and institutions</b>  <b>6 Power, Authority, and Governance</b>  <b>7 Product Distribution, and Consumption</b>  <b>8 Science, Technology, and Society</b>	<b>Formative:</b> Discussion and completion of assignments, note-taking <b>Summative:</b> Vocabulary quiz, Comprehension Test	Interactive notes, cooperative learning, group activities, group discussions, foldable	Computer projector Videos	

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<b>Name: Civics– Presidential Election</b>	Determine the candidates and what they stand for. Identify party affiliation.	RH.6-8.3, RI.6-8.7, SL.6-8.5, RH.6-8.2, RH.6-8.10, RI.6-8.1, RI.6-8.5, RI.6-8.7, RI.6-8.9, WHST.6-8.2	<b>Formative:</b> Discussion and completion of assignments	Cooperative learning; group activities; group discussions; Mock Election	Computer projector Jr. Scholastic worksheets Maps Graphs	
<b>Name: Chapter 4 Mesopotamia– Lesson 1: The Sumerians</b>	<b>ESSENTIAL QUESTION: How does geography influence the way people live?</b>  <i>Guiding Questions:</i> *Why did people settle in Mesopotamia? *What was life like in Sumer? *What ideas and inventions did Sumerians pass on to other civilizations?	<b>NCSS Standards:</b>  <b>2 Time, Continuity, and Change</b>  <b>3 People, Places, and Environments</b>  <b>5 Individuals, groups, and institutions</b>  <b>6 Power, Authority, and Governance</b>  <b>7 Product Distribution, and Consumption</b>  <b>8 Science, Technology, and Society</b>	<b>Formative:</b> Discussion and completion of assignments <b>Summative:</b> Vocabulary quiz, test	Interactive notes, cooperative learning, group activities, group discussions, cuneiform writing activity	Videos Computer projector Maps	
Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<b>Name: Chapter 4 Mesopotamia– Lesson 2: Mesopotamian Empires</b>	<b>ESSENTIAL QUESTION: Why does conflict develop?</b>  <i>Guiding Questions:</i> *How did Mesopotamia’s first empires develop? *How did the Assyrians influence Southwest Asia? *Why was Babylon an important city in the ancient world?	<b>NCSS Standards:</b>  <b>2 Time, Continuity, and Change</b>  <b>3 People, Places, and Environments</b>  <b>5 Individuals, groups, and institutions</b>  <b>6 Power, Authority, and Governance</b>  <b>7 Product Distribution, and Consumption</b>	<b>Formative:</b> Discussion and completion of assignments <b>Summative:</b> Vocabulary quiz, test	Interactive notes, cooperative learning, group activities, group discussions, foldable, Hammurabi’s Code of Laws	Computer projector Videos	

		8 Science, Technology, and Society				
<b>Name: Black History Month</b>	<b>Examine the impact of African Americans on American society</b>		<b>Formative:</b> Discussion and completion of assignments <b>Summative:</b> test	Interactive notes Group activities Google slides	Computer projector Videos	
<b>Name: Chapter 5 Ancient Egypt and Kush– Lesson 1: The Nile River Nile</b>	<b>ESSENTIAL QUESTION: How does geography influence the way people live?</b>  <i>Guiding Questions:</i> *Why was the Nile River important to the ancient Egyptians? *How did the ancient Egyptians depend on the Nile River to grow their crops? *How did Egypt become united?	<b>NCSS Standards:</b>  <b>1 Culture</b>  <b>3 People, Places, and Environments</b>  <b>4 Individual Development and Identity</b>  <b>5 Individuals, Groups, and Institutions</b>  <b>8 Science, Technology, and Society</b>	<b>Formative:</b> Discussion and completion of assignments <b>Summative:</b> Vocabulary quiz, test	Interactive notes cooperative learning, group activities, group discussions, foldable	Computer projector Videos Maps	

<b>Name: Chapter 5 Ancient Egypt and Kush– Lesson 2: Life in Ancient Egypt</b>	<b>ESSENTIAL QUESTION: What makes a culture unique?</b>  <i>Guiding Questions:</i> *How was ancient Egypt governed? *What kind of religion did the ancient Egyptians practice? *How and why were pyramids built? *How was Egyptian society organized?	<b>NCSS Standards:</b>  <b>1 Culture</b>  <b>3 People, Places, and Environments</b>  <b>4 Individual Development and Identity</b>  <b>5 Individuals, Groups, and Institutions</b>  <b>8 Science, Technology, and Society</b>	<b>Formative:</b> Discussion and completion of assignments, Egyptian masks <b>Summative:</b> Vocabulary quiz, test	cooperative learning, group activities, group discussions, foldable, mummification articles, hieroglyphics writing and decoding,	Computer projector, Videos	
<b>Name: Chapter 5 Ancient Egypt and Kush– Lesson 3: Egypt’s Empire</b>	<b>ESSENTIAL QUESTION: Why do civilizations rise and fall?</b>  <i>Guiding Questions:</i> *Why was the Middle Kingdom a “golden age” for Egypt? *Why was the New Kingdom a unique period in ancient Egypt’s history? *How did two unusual pharaohs change ancient Egypt? *Why did the Egyptian empire decline in the late 1200s B.C.?	<b>NCSS Standards:</b>  <b>1 Culture</b>  <b>3 People, Places, and Environments</b>  <b>4 Individual Development and Identity</b>  <b>5 Individuals, Groups, and Institutions</b>  <b>8 Science, Technology, and Society</b>	<b>Formative:</b> Discussion and completion of assignments <b>Summative:</b> Vocabulary quiz, test	Notes packet, cooperative learning, group activities, group discussions, foldable, King Tut	Computer projector, Videos	

<b>Name: Chapter 5 Ancient Egypt and Kush– Lesson 4: The Kingdom of Kush</b>	<b>ESSENTIAL QUESTION: Why do civilizations rise and fall?</b>  <i>Guiding Questions:</i> *How did Nubia and Egypt influence each other? *Why did the kingdom of Kush prosper?	<b>NCSS Standards:</b>  <b>1 Culture</b>  <b>3 People, Places, and Environments</b>  <b>4 Individual Development and Identity</b>  <b>5 Individuals, Groups, and Institutions</b>  <b>8 Science, Technology, and Society</b>	<b>Formative:</b> Discussion and completion of assignments, <b>Summative:</b> Vocabulary quiz, test	Notes packet, cooperative learning, group activities, group discussions, foldable	Computer projector, Videos	
<b>Name: Women’s History Month</b>	<b>Examine the impact that women have had in the context of civil rights and equality</b>		<b>Formative:</b> Discussion and completion of assignments, <b>Summative:</b> Women’s History banners	Notes packet, cooperative learning, group activities, group discussions	Computer projector Videos	
<b>Name: Chapter 7 The Ancient Greeks– Lesson 1: Rise of the Greek Civilization</b>	<b>ESSENTIAL QUESTION: How does geography influence the way people live?</b>  <i>Guiding Questions:</i> *How did physical geography influence the lives of the early Greeks? *How did the civilization of the Minoans develop? *How did the Mycenaeans gain power in the Mediterranean? *How did early Greeks spread their culture? *How did Greek city-states create the idea of citizenship?	<b>NCSS Standards:</b>  <b>1 Culture</b>  <b>2 Time, Continuity, and Change</b>  <b>3 People, Places, and Environments</b>  <b>4 Individual Development and Identity</b>  <b>5 Individuals, groups, and institutions</b>  <b>8 Science, Technology, and Society</b>	<b>Formative:</b> Discussion and completion of assignments, <b>Summative:</b> Vocabulary quiz, test	Notes packet, cooperative learning, group activities, group discussions, foldable,	Computer projector, Videos, Maps	
<b>Name: Chapter 7 The Ancient Greeks– Lesson 2: Sparta and Athens: City-State Rivals</b>	<b>ESSENTIAL QUESTION: Why do people form governments?</b>  <i>Guiding Questions:</i> *Which type of government did the Greek city-states have? *Why did the Spartans focus on military skills?	<b>NCSS Standards:</b>  <b>1 Culture</b>  <b>2 Time, Continuity, and Change</b>  <b>3 People, Places, and Environments</b>	<b>Formative:</b> Discussion and completion of assignments <b>Summative:</b> Vocabulary quiz, test	Notes packet, cooperative learning, group activities, group discussions, foldable,	Computer projector, Videos	

	* How did the culture in Athens differ from other Greek city-states?	<b>4 Individual Development and Identity</b>  <b>5 Individuals, groups, and institutions</b>  <b>8 Science, Technology, and Society</b>				
<b>Name: Chapter 8 Greek Civilization– Lesson 1: Greek Culture</b>	<b>ESSENTIAL QUESTION: What makes a culture unique?</b>  <i>Guiding Questions:</i> *How did the ancient Greeks honor their gods? *Why were epics and fables important to the ancient Greeks? *How did Greek dramas develop? *What ideas did the Greeks express in their art and architecture?	<b>NCSS Standards:</b>  <b>1 Culture</b>  <b>2 Time, Continuity, and Change</b>	<b>Formative:</b> Discussion and completion of assignments <b>Summative:</b> Vocabulary quiz, test	Notes packet, cooperative learning, group activities, group discussions, foldable, Aesop’s Fables	Computer projector, Videos	
<b>Name: Chapter 9 Ancient India– Lesson 1: Early Civilizations</b>	<b>ESSENTIAL QUESTION: How does geography influence the way people live?</b>  <i>Guiding Questions:</i> *How did physical geography and climate influence the development of civilization in India? *How did people of the Indus River Valley build cities? *How did the Aryans influence early India? *How was society in ancient India organized?	<b>NCSS Standards:</b>  <b>1 Culture</b>  <b>2 Time, Continuity, and Change</b>  <b>3 People, Places, and Environments</b>  <b>4 Individual Development and Identity</b>  <b>5 Individuals, groups, and institutions</b>	<b>Formative:</b> Discussion and completion of assignments <b>Summative:</b> Vocabulary quiz, test	Notes packet, cooperative learning, group activities, group discussions, foldable,	Computer projector, Videos	
<b>Name: Chapter 9 Ancient India– Lesson 2: Religions of Ancient India</b>	<b>ESSENTIAL QUESTION: How religions develop?</b>  <i>Guiding Questions:</i> *What are the basic beliefs of Hinduism? How did Hinduism develop?	<b>NCSS Standards:</b>  <b>1 Culture</b>  <b>2 Time, Continuity, and Change</b>  <b>3 People, Places, and Environments</b>	<b>Formative:</b> Discussion and completion of assignments <b>Summative:</b> Vocabulary quiz, test	Notes packet, cooperative learning, group activities, group discussions, foldable	Computer projector, Videos	

	*Why did Buddhism appeal to many people in various parts of Asia? *What are the teachings of Jainism?	<b>4 Individual Development and Identity</b>  <b>5 Individuals, groups, and institutions</b>				


