

**Rogersville City School**  
**6<sup>th</sup> Science/Social Studies 2021-2022**

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**(423)272-7651 ext 1521**

**1 Week**

Beginning of Year Activities, Procedures, Rules, etc

**2 Weeks**

Social Studies: Early Humans

| Tennessee Social Studies Standards   | Topics/Activities  | Assessments      |                |      |  |   |      |  |      |      |  |            |      |   |               |  |   |
|--|--|------------------|----------------|------|--|---|------|--|------|------|--|------------|------|---|---------------|--|---|
| <p><b>Foundations of Human Civilization: c. 10,000-3500 BCE</b><br/> <b>Objective:</b> Students will learn proper time designations and analyze the development and characteristics of civilizations, including the effects of the Agricultural Revolution.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Standard Number</th> <th style="width: 70%;">Content Standard</th> <th style="width: 20%;">Content Strand</th> </tr> </thead> <tbody> <tr> <td>6.01</td> <td>Identify the meaning of time designations and abbreviations used by historians, including: <ul style="list-style-type: none"> <li>• BC / BCE</li> <li>• AD / CE</li> <li>• Cent (c. or ca.), decades, centuries</li> </ul> </td> <td>H</td> </tr> <tr> <td>6.02</td> <td>Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: <ul style="list-style-type: none"> <li>• Basic hunting weapons</li> <li>• Fire</li> <li>• Shelter</li> <li>• Tools</li> </ul> </td> <td>C, H</td> </tr> <tr> <td>6.03</td> <td>Explain the impact of the Agricultural Revolution, including: <ul style="list-style-type: none"> <li>• Better economy</li> <li>• Domestication of plants and animals</li> <li>• Emergence of permanent settlements</li> <li>• Food surpluses</li> <li>• Labor specialization</li> <li>• New sources of clothing and shelter</li> </ul> </td> <td>C, E, G, H</td> </tr> <tr> <td>6.04</td> <td>Identify and explain the importance of the following key characteristics of civilizations: <ul style="list-style-type: none"> <li>• Culture</li> <li>• Government</li> <li>• Religion</li> <li>• Social structure</li> <li>• Stable food supply</li> <li>• Technology</li> <li>• Writing</li> </ul> </td> <td>C, E, G, H, F</td> </tr> </tbody> </table> | Standard Number  | Content Standard | Content Strand | 6.01 | Identify the meaning of time designations and abbreviations used by historians, including: <ul style="list-style-type: none"> <li>• BC / BCE</li> <li>• AD / CE</li> <li>• Cent (c. or ca.), decades, centuries</li> </ul> | H | 6.02 | Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: <ul style="list-style-type: none"> <li>• Basic hunting weapons</li> <li>• Fire</li> <li>• Shelter</li> <li>• Tools</li> </ul> | C, H | 6.03 | Explain the impact of the Agricultural Revolution, including: <ul style="list-style-type: none"> <li>• Better economy</li> <li>• Domestication of plants and animals</li> <li>• Emergence of permanent settlements</li> <li>• Food surpluses</li> <li>• Labor specialization</li> <li>• New sources of clothing and shelter</li> </ul> | C, E, G, H | 6.04 | Identify and explain the importance of the following key characteristics of civilizations: <ul style="list-style-type: none"> <li>• Culture</li> <li>• Government</li> <li>• Religion</li> <li>• Social structure</li> <li>• Stable food supply</li> <li>• Technology</li> <li>• Writing</li> </ul> | C, E, G, H, F | <p>Hunter-Gatherers<br/> The Agricultural Revolution<br/> Reader's Theater<br/> Otzi Task Cards<br/> Interactive Journal notes<br/> Workbook Pages 2-16<br/> Textbook pages 1-26</p> | <p>Written Response<br/> Multiple Choice<br/> Computer-based<br/> Paper Based</p> |
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## 2 Weeks

### Science: Energy

| Tennessee Science Standards   | Activities  | Assessments  |
|---|---|--|
| 6.PS3: Energy 1) Analyze the properties and compare sources of kinetic, elastic potential, gravitational potential, electric potential, chemical, and thermal energy. 2) Construct a scientific explanation of the transformations between potential and kinetic energy. 3) Analyze and interpret data to show the relationship between kinetic energy and the mass of an object in motion and its speed. 4) Conduct an investigation to demonstrate the way that heat (thermal energy) moves among objects through radiation, conduction, or convection. | Types of Energy<br>Kinetic & Potential<br>Energy Transformations<br>Heat Transfer<br>Skate Park Simulation<br>Ball Bounce Investigation<br>Energy Stations<br>Radiation, Conduction, Convection Investigation | Written Response<br>Multiple Choice<br>Computer-based<br>Paper Based |

## 2 Weeks

### Social Studies: Mesopotamia

| Tennessee Social Studies Standards  | Topics/Activities  | Assessments      |                 |      |  |   |      |   |      |      |  |         |      |   |               |      |  |         |      |  |      |      |   |         |      |  |            |  |   |
|---|--|------------------|-----------------|------|--|---|------|---|------|------|--|---------|------|---|---------------|------|--|---------|------|--|------|------|---|---------|------|--|------------|--|---|
| <p><b>Ancient Mesopotamia: c. 3500-1700 BCE</b><br/> <i>Objective:</i> Students will analyze the geographic, political, economic, and cultural structures of the civilization of ancient Mesopotamia.</p> <table border="1"> <thead> <tr> <th>Standard Number</th> <th>Content Standard</th> <th>Content Strands</th> </tr> </thead> <tbody> <tr> <td>8.05</td> <td>Identify and locate geographical features of ancient Mesopotamia, including:           <ul style="list-style-type: none"> <li>• Black Sea</li> <li>• Euphrates River</li> <li>• Mediterranean Sea</li> <li>• Persian Gulf</li> <li>• Tigris River</li> <li>• Zagros Mountains</li> </ul> </td> <td>I</td> </tr> <tr> <td>8.06</td> <td>Explain how geographic and climatic features led to the region being known as the Fertile Crescent.</td> <td>G, H</td> </tr> <tr> <td>8.07</td> <td>Explain how irrigation, silk, metallurgy, production of tools, use of animals, stone tools, and inventions such as the wheel, sail, and plow led to advancements in agriculture.</td> <td>G, E, H</td> </tr> <tr> <td>8.08</td> <td>Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states.</td> <td>C, E, G, H, P</td> </tr> <tr> <td>8.09</td> <td>Explain the basic concepts of democracy and empire, and identify Mesopotamia as the regional leader of the world's first empire.</td> <td>D, H, P</td> </tr> <tr> <td>8.10</td> <td>Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life.</td> <td>C, H</td> </tr> <tr> <td>8.11</td> <td>Identify important achievements of the Mesopotamian civilization, including cuneiform, city states, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic.</td> <td>C, E, H</td> </tr> <tr> <td>8.12</td> <td>Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice.</td> <td>C, E, H, P</td> </tr> </tbody> </table> | Standard Number  | Content Standard | Content Strands | 8.05 | Identify and locate geographical features of ancient Mesopotamia, including: <ul style="list-style-type: none"> <li>• Black Sea</li> <li>• Euphrates River</li> <li>• Mediterranean Sea</li> <li>• Persian Gulf</li> <li>• Tigris River</li> <li>• Zagros Mountains</li> </ul> | I | 8.06 | Explain how geographic and climatic features led to the region being known as the Fertile Crescent. | G, H | 8.07 | Explain how irrigation, silk, metallurgy, production of tools, use of animals, stone tools, and inventions such as the wheel, sail, and plow led to advancements in agriculture. | G, E, H | 8.08 | Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states. | C, E, G, H, P | 8.09 | Explain the basic concepts of democracy and empire, and identify Mesopotamia as the regional leader of the world's first empire. | D, H, P | 8.10 | Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life. | C, H | 8.11 | Identify important achievements of the Mesopotamian civilization, including cuneiform, city states, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic. | C, E, H | 8.12 | Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice. | C, E, H, P | <p>The Sumerians<br/>           Mesopotamian Empires<br/>           Interactive Journal<br/>           Epic of Gilgamesh Comic Strip<br/>           Play-Doh Cuneiform<br/>           Workbook Pages 17-32<br/>           Textbook pages 27-54</p> | <p>Written Response<br/>           Multiple Choice<br/>           Computer-based<br/>           Paper Based</p> |
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| 8.07  | Explain how irrigation, silk, metallurgy, production of tools, use of animals, stone tools, and inventions such as the wheel, sail, and plow led to advancements in agriculture.   | G, E, H          |                 |      |  |   |      |   |      |      |  |         |      |   |               |      |  |         |      |  |      |      |   |         |      |  |            |  |   |
| 8.08  | Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states.  | C, E, G, H, P    |                 |      |  |   |      |   |      |      |  |         |      |   |               |      |  |         |      |  |      |      |   |         |      |  |            |  |   |
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## 4 Weeks

### Science: Ecosystems & Biological Change & Engineering Design

| Tennessee Science Standards  | Activities  | Assessments   |
|--|---|---|
| <p>6.LS2: Ecosystems: Interactions, Energy, and Dynamics<br/>           1) Evaluate and communicate the impact of environmental variables on population size. 2) Determine the impact of competitive, symbiotic, and predatory interactions in an ecosystem. 3) Draw conclusions about the transfer of energy through a food web and energy pyramid in an ecosystem. 4) Using evidence from climate data, draw conclusions about the patterns of abiotic and biotic factors in different biomes, specifically the tundra, taiga, deciduous forest, desert, grasslands, rainforest, marine, and freshwater ecosystems. 5) Analyze existing evidence about the effect of a specific invasive species on native populations in Tennessee and design a solution to mitigate its impact. 6) Research the ways in which an ecosystem has changed over time in response to changes in physical conditions, population balances, human interactions, and natural catastrophes. 7) Compare and contrast auditory and visual methods of communication among organisms in relation to survival strategies of a population.</p> <p>6.LS4: Biological Change: Unity and Diversity 1) Explain how changes in biodiversity would impact ecosystem stability and natural resources. 48 2) Design a possible solution for maintaining biodiversity of ecosystems while still providing necessary human resources without disrupting environmental equilibrium.</p> <p>6.ETS1: Engineering Design 1) Evaluate design constraints on solutions for maintaining ecosystems and biodiversity. 2) Design and test different solutions that impact energy transfer.</p> | <p><b>Ecosystems:</b><br/>           Environmental Effects on Population Interactions in Ecosystems<br/>           Energy in Ecosystems<br/>           Biomes<br/>           Invasive Species<br/>           Changes in Ecosystems<br/>           Social Interactions &amp; Group Behavior<br/>           Oh Deer Game<br/>           Wolf Restoration<br/>           Producer, Consumer, Decomposer Card Sort<br/>           Biome Book<br/>           Invasive Species<br/>           Animal Communication</p> <p><b>Biological Change:</b><br/>           Biodiversity<br/>           Solutions to maintain biodiversity<br/>           Black Death Murder Mystery</p> <p><b>Engineering Design:</b><br/>           Defining &amp; Delimiting Engineering Problems<br/>           Optimizing the Solution Design</p> | <p>Written Response<br/>           Multiple Choice<br/>           Computer-based<br/>           Paper Based</p> |

|  |             |  |
|--|-------------|--|
|  | Rodent Game |  |
|--|-------------|--|

## 2 Weeks

### Social Studies: Egypt

| Tennessee Social Studies Standards  | Activities  | Assessments      |                |      |   |      |      |   |            |      |   |            |      |   |      |      |   |               |      |  |            |      |   |               |   |   |
|---|---|------------------|----------------|------|---|------|------|---|------------|------|---|------------|------|---|------|------|---|---------------|------|--|------------|------|---|---------------|---|---|
| <p><b>Ancient Egypt: c. 3400-700 BCE</b><br/> <i>Overview:</i> Students will analyze the geographic, political, economic, and cultural structures of ancient Egypt.</p> <table border="1"> <thead> <tr> <th>Standard Number</th> <th>Content Standard</th> <th>Content Strand</th> </tr> </thead> <tbody> <tr> <td>8.13</td> <td>Identify and locate geographical features of ancient Egypt, including: <ul style="list-style-type: none"> <li>Mediterranean Sea</li> <li>Nile Delta</li> <li>Nile River</li> <li>Nubia</li> <li>Red Sea</li> <li>Suez Canal</li> <li>Upper and Lower Egypt</li> <li>The Sahara</li> </ul> </td> <td>G, H</td> </tr> <tr> <td>8.14</td> <td>Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar.</td> <td>C, E, G, H</td> </tr> <tr> <td>8.15</td> <td>Explain the structure of ancient Egyptian society, including: <ul style="list-style-type: none"> <li>Relationships between groups of people</li> <li>How social classes were organized by occupation</li> <li>Features of pyramids or tombs</li> <li>Role of women</li> </ul> </td> <td>C, E, H, P</td> </tr> <tr> <td>8.16</td> <td>Explain the political structure of ancient Egypt, with respect to beliefs about the pharaoh, the concept of ma'at, and the use of pyramids.</td> <td>G, H</td> </tr> <tr> <td>8.17</td> <td>Analyze the impact of key events from ancient Egypt, including: <ul style="list-style-type: none"> <li>Queen Nefertiti's leadership</li> <li>Pharaohs who led military campaigns leading to growth of the kingdom</li> <li>Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt</li> </ul> </td> <td>C, E, G, H, P</td> </tr> <tr> <td>8.18</td> <td>Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and tombs of Egypt.</td> <td>C, E, G, H</td> </tr> <tr> <td>8.19</td> <td>Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia.</td> <td>C, E, G, H, P</td> </tr> </tbody> </table> | Standard Number   | Content Standard | Content Strand | 8.13 | Identify and locate geographical features of ancient Egypt, including: <ul style="list-style-type: none"> <li>Mediterranean Sea</li> <li>Nile Delta</li> <li>Nile River</li> <li>Nubia</li> <li>Red Sea</li> <li>Suez Canal</li> <li>Upper and Lower Egypt</li> <li>The Sahara</li> </ul> | G, H | 8.14 | Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar. | C, E, G, H | 8.15 | Explain the structure of ancient Egyptian society, including: <ul style="list-style-type: none"> <li>Relationships between groups of people</li> <li>How social classes were organized by occupation</li> <li>Features of pyramids or tombs</li> <li>Role of women</li> </ul> | C, E, H, P | 8.16 | Explain the political structure of ancient Egypt, with respect to beliefs about the pharaoh, the concept of ma'at, and the use of pyramids. | G, H | 8.17 | Analyze the impact of key events from ancient Egypt, including: <ul style="list-style-type: none"> <li>Queen Nefertiti's leadership</li> <li>Pharaohs who led military campaigns leading to growth of the kingdom</li> <li>Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt</li> </ul> | C, E, G, H, P | 8.18 | Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and tombs of Egypt. | C, E, G, H | 8.19 | Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. | C, E, G, H, P | <p>The Nile River<br/> Life in Ancient Egypt<br/> Egypt's Empire<br/> The Kingdom of Kush<br/> Interactive Journal<br/> 3 Kingdoms<br/> Workbook pages 33-60<br/> Textbook pages 55-102</p> | <p>Written Response<br/> Multiple Choice<br/> Computer-based<br/> Paper Based</p> |
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| 8.19  | Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia.   | C, E, G, H, P    |                |      |   |      |      |   |            |      |   |            |      |   |      |      |   |               |      |  |            |      |   |               |   |   |

## 2 Weeks

### Social Studies: India

| Tennessee Social Studies Standards   | Activities  | Assessments      |                |      |   |   |      |   |            |      |  |            |      |  |            |      |   |            |      |  |         |   |   |
|--|---|------------------|----------------|------|---|---|------|---|------------|------|--|------------|------|--|------------|------|---|------------|------|--|---------|---|---|
| <p><b>Ancient India: c. 2600-400 BCE</b><br/> <i>Overview:</i> Students will analyze the geographic, political, economic, and cultural structures of ancient India.</p> <table border="1"> <thead> <tr> <th>Standard Number</th> <th>Content Standard</th> <th>Content Strand</th> </tr> </thead> <tbody> <tr> <td>6.25</td> <td>Identify and locate geographical features of ancient India, including: <ul style="list-style-type: none"> <li>Ganges River</li> <li>Himalayan Mountains</li> <li>Indian Ocean</li> <li>Indus River</li> <li>Monsoon winds</li> <li>Subcontinent of India</li> </ul> </td> <td>G</td> </tr> <tr> <td>6.26</td> <td>Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: <ul style="list-style-type: none"> <li>Architecture built with bricks</li> <li>Arranging roads into a series of grid systems</li> <li>Sanitation and sewer systems</li> </ul> </td> <td>E, G, H, P</td> </tr> <tr> <td>6.27</td> <td>Describe the social structure of the caste system, and explain its effect on everyday life in ancient India.</td> <td>C, E, H, P</td> </tr> <tr> <td>6.28</td> <td>Describe the origins and central features of Hinduism: <ul style="list-style-type: none"> <li>Key Person(s): origin in Aryan traditions</li> <li>Sacred Texts: The Vedas</li> <li>Basic Beliefs: dharma, karma, reincarnation, and moksha</li> </ul> </td> <td>I, G, H, P</td> </tr> <tr> <td>6.29</td> <td>Describe the origins and central features of Buddhism: <ul style="list-style-type: none"> <li>Key Person(s): Siddhartha Gautama (Buddha)</li> <li>Sacred Texts: Tripitaka</li> <li>Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana</li> </ul> </td> <td>C, G, H, P</td> </tr> <tr> <td>6.30</td> <td>Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals).</td> <td>C, E, H</td> </tr> </tbody> </table> | Standard Number   | Content Standard | Content Strand | 6.25 | Identify and locate geographical features of ancient India, including: <ul style="list-style-type: none"> <li>Ganges River</li> <li>Himalayan Mountains</li> <li>Indian Ocean</li> <li>Indus River</li> <li>Monsoon winds</li> <li>Subcontinent of India</li> </ul> | G | 6.26 | Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: <ul style="list-style-type: none"> <li>Architecture built with bricks</li> <li>Arranging roads into a series of grid systems</li> <li>Sanitation and sewer systems</li> </ul> | E, G, H, P | 6.27 | Describe the social structure of the caste system, and explain its effect on everyday life in ancient India. | C, E, H, P | 6.28 | Describe the origins and central features of Hinduism: <ul style="list-style-type: none"> <li>Key Person(s): origin in Aryan traditions</li> <li>Sacred Texts: The Vedas</li> <li>Basic Beliefs: dharma, karma, reincarnation, and moksha</li> </ul> | I, G, H, P | 6.29 | Describe the origins and central features of Buddhism: <ul style="list-style-type: none"> <li>Key Person(s): Siddhartha Gautama (Buddha)</li> <li>Sacred Texts: Tripitaka</li> <li>Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana</li> </ul> | C, G, H, P | 6.30 | Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals). | C, E, H | <p>Early Civilizations<br/> Religions of India<br/> The Mauryan Empire<br/> Interactive Journal<br/> Workbook Pages 157-180<br/> Textbook pages 239-276</p> | <p>Written Response<br/> Multiple Choice<br/> Computer-based<br/> Paper Based</p> |
| Standard Number  | Content Standard  | Content Strand   |                |      |   |   |      |   |            |      |  |            |      |  |            |      |   |            |      |  |         |   |   |
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| 6.30   | Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals).  | C, E, H          |                |      |   |   |      |   |            |      |  |            |      |  |            |      |   |            |      |  |         |   |   |

## 2 Weeks

### Social Studies: China

| Tennessee Social Studies Standards  | Activities  | Assessments      |                |      |   |   |      |  |         |      |  |            |      |   |         |      |   |               |      |   |            |      |   |            |      |  |               |  |   |
|---|---|------------------|----------------|------|---|---|------|--|---------|------|--|------------|------|---|---------|------|---|---------------|------|---|------------|------|---|------------|------|--|---------------|--|---|
| <p><b>Ancient China: c. 2500 BCE-200 CE</b><br/> <i>Overview:</i> Students will analyze the geographic, political, economic, and cultural structures of ancient China.</p> <table border="1"> <thead> <tr> <th data-bbox="216 529 281 565">Standard Number</th> <th data-bbox="457 529 737 565">Content Standard</th> <th data-bbox="737 529 800 565">Content Strand</th> </tr> </thead> <tbody> <tr> <td data-bbox="216 565 281 630">6.31</td> <td data-bbox="281 565 737 630">Identify and locate geographical features of ancient China, including:                             <ul style="list-style-type: none"> <li>• Gobi Desert</li> <li>• Himalayan Mountains</li> <li>• Pacific Ocean</li> <li>• Plateau of Tibet</li> <li>• Yangtze River</li> <li>• Yellow River</li> </ul> </td> <td data-bbox="737 565 800 630">G</td> </tr> <tr> <td data-bbox="216 630 281 675">6.32</td> <td data-bbox="281 630 737 675">Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world.</td> <td data-bbox="737 630 800 675">C, G, H</td> </tr> <tr> <td data-bbox="216 675 281 704">6.33</td> <td data-bbox="281 675 737 704">Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged as solutions to this problem.</td> <td data-bbox="737 675 800 704">C, G, H, P</td> </tr> <tr> <td data-bbox="216 704 281 750">6.34</td> <td data-bbox="281 704 737 750">Identify the political and cultural problems present in the time of Confucius and how the philosophy of Confucianism and The Analects emphasized the concepts of kinship, order, and hierarchy to address these problems.</td> <td data-bbox="737 704 800 750">C, H, P</td> </tr> <tr> <td data-bbox="216 750 281 779">6.35</td> <td data-bbox="281 750 737 779">Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty.</td> <td data-bbox="737 750 800 779">C, E, G, H, P</td> </tr> <tr> <td data-bbox="216 779 281 808">6.36</td> <td data-bbox="281 779 737 808">Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty.</td> <td data-bbox="737 779 800 808">C, E, H, P</td> </tr> <tr> <td data-bbox="216 808 281 837">6.37</td> <td data-bbox="281 808 737 837">Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing.</td> <td data-bbox="737 808 800 837">C, E, G, H</td> </tr> <tr> <td data-bbox="216 837 281 896">6.38</td> <td data-bbox="281 837 737 896">Describe how the desire for Chinese goods influenced the creation of The Silk Road and related cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China.</td> <td data-bbox="737 837 800 896">C, E, G, H, P</td> </tr> </tbody> </table> | Standard Number   | Content Standard | Content Strand | 6.31 | Identify and locate geographical features of ancient China, including: <ul style="list-style-type: none"> <li>• Gobi Desert</li> <li>• Himalayan Mountains</li> <li>• Pacific Ocean</li> <li>• Plateau of Tibet</li> <li>• Yangtze River</li> <li>• Yellow River</li> </ul> | G | 6.32 | Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. | C, G, H | 6.33 | Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged as solutions to this problem. | C, G, H, P | 6.34 | Identify the political and cultural problems present in the time of Confucius and how the philosophy of Confucianism and The Analects emphasized the concepts of kinship, order, and hierarchy to address these problems. | C, H, P | 6.35 | Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty. | C, E, G, H, P | 6.36 | Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty. | C, E, H, P | 6.37 | Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. | C, E, G, H | 6.38 | Describe how the desire for Chinese goods influenced the creation of The Silk Road and related cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China. | C, E, G, H, P | <p>The Birth of Chinese Civilization<br/>           Society &amp; Culture in Ancient China<br/>           The Qin &amp; Han Dynasties<br/>           Interactive Journal<br/>           Workbook Pages 181-202<br/>           Textbook pages 277-310</p> | <p>Written Response<br/>           Multiple Choice<br/>           Computer-based<br/>           Paper Based</p> |
| Standard Number   | Content Standard  | Content Strand   |                |      |   |   |      |  |         |      |  |            |      |   |         |      |   |               |      |   |            |      |   |            |      |  |               |  |   |
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| 6.35  | Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty.   | C, E, G, H, P    |                |      |   |   |      |  |         |      |  |            |      |   |         |      |   |               |      |   |            |      |   |            |      |  |               |  |   |
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| 6.38  | Describe how the desire for Chinese goods influenced the creation of The Silk Road and related cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China.  | C, E, G, H, P    |                |      |   |   |      |  |         |      |  |            |      |   |         |      |   |               |      |   |            |      |   |            |      |  |               |  |   |

### 3 Weeks

#### Science: Earth's Systems

| Tennessee Science Standards  | Activities   | Assessments  |
|--|--|--|
| 6.ESS2: Earth's Systems 1) Gather evidence to justify that oceanic convection currents are caused by the sun's transfer of heat energy and differences in salt concentration leading to global water movement. 2) Diagram convection patterns that flow due to uneven heating of the earth. 3) Construct an explanation for how atmospheric flow, geographic features, and ocean currents affect the climate of a region through heat transfer. 4) Apply scientific principles to design a method to analyze and interpret the impact of humans and other organisms on the hydrologic cycle. 5) Analyze and interpret data from weather conditions, weather maps, satellites, and radar to predict probable local weather patterns and conditions. 6) Explain how relationships between the movement and interactions of air masses, high and low pressure systems, and frontal boundaries result in weather conditions and severe storms. | Oceanic Convection Currents<br>Atmospheric Convection Currents<br>Factors that Affect Climate<br>The Hydrologic Cycle<br>Weather<br>Oceans Scavenger Hunt<br>Ocean Currents Balloon Activity | Written Response<br>Multiple Choice<br>Computer-based<br>Paper Based |

## 2 Weeks

### Social Studies: Israel

| Tennessee Social Studies Standards  | Activities   | Assessments      |                |      |  |   |      |  |            |      |  |            |      |   |            |      |  |               |  |   |
|---|--|------------------|----------------|------|--|---|------|--|------------|------|--|------------|------|---|------------|------|--|---------------|--|---|
| <p><b>Ancient Israel: c. 2000-500 BCE</b><br/> <i>Overview:</i> Students will analyze the geographic, political, economic, and cultural structures of ancient Israel.</p> <table border="1"> <thead> <tr> <th>Standard Number</th> <th>Content Standard</th> <th>Content Strand</th> </tr> </thead> <tbody> <tr> <td>6.20</td> <td>Identify and locate geographical features of ancient Israel, including:                             <ul style="list-style-type: none"> <li>• Dead Sea</li> <li>• Jerusalem</li> <li>• Jordan River</li> <li>• Mediterranean Sea</li> <li>• Red Sea</li> <li>• Sinai Peninsula</li> </ul> </td> <td>G</td> </tr> <tr> <td>6.21</td> <td>Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan.</td> <td>C, G, H, P</td> </tr> <tr> <td>6.22</td> <td>Describe the origins and central features of Judaism:                             <ul style="list-style-type: none"> <li>• Key Person(s): Abraham, Moses</li> <li>• Sacred Texts: The Torah (i.e., Hebrew Bible)</li> <li>• Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility</li> </ul> </td> <td>C, G, H, P</td> </tr> <tr> <td>6.23</td> <td>Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple.</td> <td>C, G, H, P</td> </tr> <tr> <td>6.24</td> <td>Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire.</td> <td>C, E, G, H, P</td> </tr> </tbody> </table> | Standard Number  | Content Standard | Content Strand | 6.20 | Identify and locate geographical features of ancient Israel, including: <ul style="list-style-type: none"> <li>• Dead Sea</li> <li>• Jerusalem</li> <li>• Jordan River</li> <li>• Mediterranean Sea</li> <li>• Red Sea</li> <li>• Sinai Peninsula</li> </ul> | G | 6.21 | Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan. | C, G, H, P | 6.22 | Describe the origins and central features of Judaism: <ul style="list-style-type: none"> <li>• Key Person(s): Abraham, Moses</li> <li>• Sacred Texts: The Torah (i.e., Hebrew Bible)</li> <li>• Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility</li> </ul> | C, G, H, P | 6.23 | Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple. | C, G, H, P | 6.24 | Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire. | C, E, G, H, P | <p>Beginnings<br/>                     The Israelite Kingdom<br/>                     The Development of Judaism<br/>                     The Jews in the Mediterranean<br/>                     Interactive Journal<br/>                     Workbook pages 61-98<br/>                     Textbook pages 103-146</p> | <p>Written Response<br/>                     Multiple Choice<br/>                     Computer-based<br/>                     Paper Based</p> |
| Standard Number   | Content Standard   | Content Strand   |                |      |  |   |      |  |            |      |  |            |      |   |            |      |  |               |  |   |
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| 6.24  | Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire.   | C, E, G, H, P    |                |      |  |   |      |  |            |      |  |            |      |   |            |      |  |               |  |   |

## 3 Weeks

### Science: Earth & Human Activity

| Tennessee Science Standards   | Activities   | Assessments   |
|---|--|---|
| <p>6.ESS3: Earth and Human Activity 1)<br/>                     Differentiate between renewable and nonrenewable resources by asking questions about their availability and sustainability. 2)<br/>                     Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources. 3)<br/>                     Assess the impacts of human activities on the biosphere including conservation, habitat</p> | <p>Natural Resources<br/>                     Human Impacts on Earth's Systems<br/>                     Renewable/ Non-renewable resources<br/>                     Card sort<br/>                     Research<br/>                     Developing technologies<br/>                     Alternative fuel sources</p> | <p>Written Response<br/>                     Multiple Choice<br/>                     Computer-based<br/>                     Paper Based</p> |

management, species endangerment, and extinction.

### 3 Weeks

#### Social Studies: Greece

| Tennessee Social Studies Standards   | Activities   | Assessments      |                |      |   |   |      |  |               |      |  |         |      |   |         |      |  |               |      |  |            |      |  |            |                 |                  |                |      |   |      |      |   |      |      |   |         |      |   |            |      |  |               |   |   |
|--|--|------------------|----------------|------|---|---|------|--|---------------|------|--|---------|------|---|---------|------|--|---------------|------|--|------------|------|--|------------|-----------------|------------------|----------------|------|---|------|------|---|------|------|---|---------|------|---|------------|------|--|---------------|---|---|
| <p><b>Ancient Greece: c. 800-300 BCE</b><br/> <b>Objective:</b> Students will analyze the geographic, political, economic, and cultural structures of ancient Greece.</p> <table border="1" data-bbox="220 537 825 914"> <thead> <tr> <th>Standard Number</th> <th>Content Standard</th> <th>Content Strand</th> </tr> </thead> <tbody> <tr> <td>6.39</td> <td>Identify and locate geographical features of ancient Greece, including: <ul style="list-style-type: none"> <li>Asia Minor</li> <li>Athens</li> <li>Macedonia</li> <li>Mediterranean Sea</li> <li>Peloponnesian peninsula</li> <li>Sparta</li> </ul> </td> <td>G</td> </tr> <tr> <td>6.40</td> <td>Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean.</td> <td>C, E, G, H, P</td> </tr> <tr> <td>6.41</td> <td>Examine the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.</td> <td>C, H, P</td> </tr> <tr> <td>6.42</td> <td>Explain the basic concepts of direct democracy and oligarchy.</td> <td>C, H, P</td> </tr> <tr> <td>6.43</td> <td>Explain the characteristics of the major Greek city-states of Athens and Sparta, including: <ul style="list-style-type: none"> <li>Advantages of each geographic location</li> <li>Approaches to education</li> <li>Practice of slavery</li> <li>Status of women</li> <li>Style of government</li> </ul> </td> <td>C, E, G, H, P</td> </tr> <tr> <td>6.44</td> <td>Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states.</td> <td>C, G, H, P</td> </tr> <tr> <td>6.45</td> <td>Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the 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99-156<br/> Textbook pages 147-238</p> | <p>Written Response<br/> Multiple Choice<br/> Computer-based<br/> Paper Based</p> |
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| 6.49   | Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis.  | C, G, H, P       |                |      |   |   |      |  |               |      |  |         |      |   |         |      |  |               |      |  |            |      |  |            |                 |                  |                |      |   |      |      |   |      |      |   |         |      |   |            |      |  |               |   |   |
| 6.50   | Explain the unification of the Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture.   | C, E, G, H, P    |                |      |   |   |      |  |               |      |  |         |      |   |         |      |  |               |      |  |            |      |  |            |                 |                  |                |      |   |      |      |   |      |      |   |         |      |   |            |      |  |               |   |   |

**4 Weeks**

**Social Studies: Rome**

| Tennessee Social Studies Standards  |   | Activities      | Assessments      |                |      |   |   |      |  |            |      |   |         |      |  |            |      |   |               |      |  |               |  |   |
|---|---|-----------------|------------------|----------------|------|---|---|------|--|------------|------|---|---------|------|--|------------|------|---|---------------|------|--|---------------|--|---|
| <p><b>Ancient Rome: c. 500 BCE-500 CE</b><br/> <b>Overview:</b> Students will analyze the geographic, political, economic, and cultural structures of ancient Rome.</p> <table border="1"> <thead> <tr> <th>Standard Number</th> <th>Content Standard</th> <th>Content Strand</th> </tr> </thead> <tbody> <tr> <td>6.51</td> <td>Identify and locate the geographical features of ancient Rome, including:                             <ul style="list-style-type: none"> <li>• Constantinople</li> <li>• Italian Alps</li> <li>• Italian Peninsula</li> <li>• Mediterranean Sea</li> <li>• Rome</li> <li>• Tiber River</li> </ul> </td> <td>G</td> </tr> <tr> <td>6.52</td> <td>Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.</td> <td>E, G, H, P</td> </tr> <tr> <td>6.53</td> <td>Describe the government of the Roman Republic, including:                             <ul style="list-style-type: none"> <li>• Branches of government</li> <li>• Checks and balances</li> <li>• Civic participation</li> <li>• Representative democracy</li> <li>• The rule of law and the Twelve Tables</li> </ul> </td> <td>C, H, P</td> </tr> <tr> <td>6.54</td> <td>Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society.</td> <td>C, E, H, P</td> </tr> <tr> <td>6.55</td> <td>Describe the characteristics of Julius Caesar's rule, including:                             <ul style="list-style-type: none"> <li>• Leadership in the military</li> <li>• Popularity amongst plebeians</li> <li>• Role as dictator for life</li> <li>• Assassination</li> </ul> </td> <td>C, E, G, H, P</td> </tr> <tr> <td>6.56</td> <td>Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana.</td> <td>C, E, G, H, P</td> </tr> </tbody> </table> |   | Standard Number | Content Standard | Content Strand | 6.51 | Identify and locate the geographical features of ancient Rome, including: <ul style="list-style-type: none"> <li>• Constantinople</li> <li>• Italian Alps</li> <li>• Italian Peninsula</li> <li>• Mediterranean Sea</li> <li>• Rome</li> <li>• Tiber River</li> </ul> | G | 6.52 | Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. | E, G, H, P | 6.53 | Describe the government of the Roman Republic, including: <ul style="list-style-type: none"> <li>• Branches of government</li> <li>• Checks and balances</li> <li>• Civic participation</li> <li>• Representative democracy</li> <li>• The rule of law and the Twelve Tables</li> </ul> | C, H, P | 6.54 | Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. | C, E, H, P | 6.55 | Describe the characteristics of Julius Caesar's rule, including: <ul style="list-style-type: none"> <li>• Leadership in the military</li> <li>• Popularity amongst plebeians</li> <li>• Role as dictator for life</li> <li>• Assassination</li> </ul> | C, E, G, H, P | 6.56 | Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana. | C, E, G, H, P | <p>Founding Rome<br/>                     Rome as a Republic<br/>                     End of the Republic<br/>                     Rome Builds an Empire<br/>                     Roman Way of Life<br/>                     Rome's Decline<br/>                     Byzantine Empire<br/>                     Interactive Journal<br/>                     Workbook pages 203-252<br/>                     Textbook pages 311-386</p> | <p>Written Response<br/>                     Multiple Choice<br/>                     Computer-based<br/>                     Paper Based</p> |
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| Standard Number | Content Standard   | Content Strand |
|-----------------|--|----------------|
| 6.57            | Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: <ul style="list-style-type: none"> <li>• Aqueducts</li> <li>• Arches</li> <li>• Bridges</li> <li>• The Colosseum</li> <li>• Domes</li> <li>• Roads</li> <li>• Sanitation</li> </ul> | C, G, H, P     |
| 6.58            | Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life.   | C, H, P        |
| 6.59            | Describe the origins and central features of Christianity: <ul style="list-style-type: none"> <li>• Key Person(s): Jesus, Paul</li> <li>• Sacred Texts: The Bible</li> <li>• Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah</li> </ul>                         | C, G, H, P     |
| 6.60            | Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora.  | C, G, H, P     |
| 6.61            | Explain the division of the Roman Empire into East and West, and identify the later establishment of Constantinople as the capital by Constantine.   | C, G, H, P     |
| 6.62            | Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire.                                   | C, E, G, H, P  |

## 2 Weeks

Curriculum Review/Remediation

Various Practice Tests during this window

## 1-2 Weeks

### Health/Wellness Standards

| Tennessee Health/Wellness/<br>Family Life Curriculum<br>Standards  | Resources |
|--|-----------|
| <p><b>Component: Personal Wellness</b><br/><b>Subcomponent: Nutrition</b></p> <p><b>Objective:</b></p> <p><b>FW.1</b> Explain the relationship between a balanced nutrition program and the emotional health of overall wellness.</p> <p><b>FW.2</b> Analyze nutrition facts on labeling, additives and food fortifiers as they relate to the planning of nutrition and fitness.</p> <p><b>FW.3</b> Apply strategies to consume a variety of nutrient-dense foods and beverages.</p> |           |

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| <p><b>Objective:</b></p> <p><b>FW.4</b> Explain the relationship between nutrition and health outcomes, such as weight, chronic disease, and quality of life.</p> <p><b>Component: Personal Wellness</b><br/><b>Subcomponent: Personal Hygiene</b></p> <p><b>Objective:</b></p> <p><b>FW.5</b> Identify and evaluate basic personal hygiene habits.</p> <p><b>FW.6</b> Identify personal hygiene practices and health risks common to school settings (e.g., sharing, use of restrooms, towels, handsets, and covering of sneezes/coughs).</p> <p><b>Component: Personal Wellness</b><br/><b>Subcomponent: Physical Activity and Fitness</b></p> <p><b>Objective:</b></p> <p><b>FW.7</b> Identify the importance of participation in the recommended level of daily physical activity.</p> <p><b>FW.8</b> Explain the benefits of exercise for improved social, mental, and physical health.</p> |  |
|--|--|

| Component: Mental, Emotional, and Social Health | Subcomponent: Core  |
|---|---|
| <b>Grade 5</b>                                  |   |
| <b>MESH.1</b>                                   | <b>GMESH.1</b> Identify coping skills to deal with the health effects of stress, loss, and depression.  |
| <b>MESH.2</b>                                   | <b>GMESH.2</b> Describe the importance of setting personal boundaries for privacy, safety, and expression of emotions and opinions.               |
| <b>MESH.3</b>                                   | <b>GMESH.3</b> Identify internal and external influences on social, emotional, and mental health.   |
| <b>MESH.4</b>                                   | <b>GMESH.4</b> Discuss the importance of getting guidance from a trusted adult when faced with a distressing situation (e.g., bullying, teasing). |
| <b>MESH.5</b>                                   | <b>GMESH.5</b> Identify trusted adults who can help with mental, social, and emotional health problems.   |
| <b>MESH.6</b>                                   | <b>GMESH.6</b> Identify discrimination, and discuss how to care for health-related issues.  |
| <b>MESH.7</b>                                   | <b>GMESH.7</b> Identify mental and emotional skills to avoid or reduce mental, social, and emotional health risks in typical situations.          |

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|  | Grade 6  |
| MS.8.A   | 6.MS.8.A Identify decision-making strategies to enhance all aspects of health.   |
| MS.8.B   | 6.MS.8.B Identify personal goals, seek advice, and make decisions-making.  |
| <b>Component: Safety and Prevention<br/>Subcomponent: Disease Prevention</b> |  |
|  | Grade 6  |
| SP.1   | 6.SP.1 Identify communicable diseases, how symptoms, and how they are spread, identify preventive techniques and treatments. |
| SP.2   | 6.SP.2 Identify common non-communicable diseases, their symptoms, and how they are prevented and treated.                    |
| <b>Component: Safety and Prevention<br/>Subcomponent: First Aid</b>          |  |
|  | Grade 6  |
| SP.3   | 6.SP.3 Identify different strategies and appropriate actions.  |
|  | Grade 6  |
|  | Grade 6  |
|  | Grade 6  |
|  | Grade 6  |
| SP.4   | 6.SP.4 Identify appropriate resources available during emergency situations.   |
| SP.5   | 6.SP.5 Identify ways that choices affect the lives of an individual, others, and society.                                    |

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|---|---|
| <b>Component: Safety and Prevention<br/>Subcomponent: Technology Safety</b>                         |   |
|   | Grade 6   |
| SP.6  | 6.SP.6 Identify trustworthy resources for health-related information (e.g., CDC, WHO).                            |
| SP.7  | 6.SP.7 Describe how to report bullying, threatening situations, or inappropriate content related to social media. |
| <b>Component: Safety and Prevention<br/>Subcomponent: Prevention</b>                                |   |
|   | Grade 6   |
| SP.8  | 6.SP.8 Identify basic refusal skills and demonstrate the ability to use them.                                     |
| SP.9  | 6.SP.9 Identify laws and rules intended to prevent injuries.  |
|   | Grade 6   |
| SP.10   | 6.SP.10 Identify resources for preventative healthcare.   |
| SP.11   | 6.SP.11 Describe how environment and lifestyle impact health.   |
| <b>Component: Human Growth and Development<br/>Subcomponent: Anatomy and Physiology</b>             |   |
|   | Grade 6   |
| HGD.1   | 6.HGD.1 Describe and explain the basic body systems and their functions.  |
| HGD.2   | 6.HGD.2 Summarize the human reproduction cycle.   |
| <b>Component: Human Growth and Development<br/>Subcomponent: Puberty and Adolescent Development</b> |   |
|   | Grade 6   |
| HGD.3   | 6.HGD.3 Explain that puberty and physical development can vary among individuals.                                 |

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| HGD.4  | 6.HGD.4 Understand the changes that occur during puberty and adolescence (e.g., growth spurts, peer influence, self-confidence, mood swings).     |
| HGD.5  | 6.HGD.5 Identify parents or other trusted adults to whom you can ask questions about puberty and adolescent health issues.                        |
| <b>Component: Human Growth and Development<br/>Subcomponent: Pregnancy and Reproduction</b>            |   |
|  | Grade 6   |
| HGD.6  | 6.HGD.6 Define teen pregnancy.  |
| HGD.7  | 6.HGD.7 Identify how the media influences risk behavior related to teen pregnancy.  |
| HGD.8  | 6.HGD.8 Identify the difference between abstinence and risk behaviors and why abstinence is the responsible and preferred choice for adolescence. |
|  | Grade 6   |
| HGD.9  | 6.HGD.9 Define sexual abstinence as it relates to pregnancy prevention.   |
| <b>Component: Human Growth and Development<br/>Subcomponent: Sexually Transmitted Infections / HIV</b> |   |
|  | Grade 6   |
| HGD.10   | 6.HGD.10 Identify and define common sexually transmitted infection (STI) pathogens.   |
| HGD.11   | 6.HGD.11 Compare and contrast communicable and non-communicable diseases.   |

## 1 Week

End of Year Activities, Celebrations, etc.