



Science/S.S. – Sixth Grade 2024-25

First Quarter

SCIENCE	SOCIAL STUDIES
Week 1, Aug 5-9	Introduction to GRAPES Foundations of Human Civilization 6.01 Identify the meaning of time designations and abbreviations used by historians, including: BC / BCE AD / CE Circa (c. or ca), decades, centuries 6.04 Identify and explain the importance of the following key characteristics of civilizations: Culture, Government, Religion, Social structure, Stable food supply, Technology, Writing
Week 2, Aug 12-16	6.02 Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: Basic hunting weapons, Fire, Shelter, Tools 6.03 Explain the impact of the Agricultural Revolution, including: Barter economy, Domestication of plants and animals, Emergence of permanent settlements, Food surpluses, Labor specialization, New sources of clothing and shelter Ancient Mesopotamia 6.05 Identify and locate geographical features of ancient Mesopotamia, including: Black Sea, Euphrates River, Mediterranean Sea, Persian Gulf, Tigris River, Zagros Mountains 6.06 Explain how geographic and climatic features led to the region being known as the Fertile Crescent. 6.07 Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor,

and inventions such as the wheel, sail, and plow led to advancements in agriculture.

6.11 Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic.

Week 3, Aug 19-23

6.08 Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states.

6.09 Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world's first empire.

6.10 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.

6.12 Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice.

Assessment (6.01-6.12) THURSDAY

Friday: Science Pre-Assessment

Week 4, Aug 26-30

6.LS2.4 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.

6.LS2.3 Draw conclusions about the transfer of energy through a food web and energy pyramid in an ecosystem.

Week 5, Sept 3-6 (4-day week)

6.LS2.2 Determine the impact of competitive, symbiotic, and predatory interactions in an ecosystem.

Assessment (6.LS2.2-4)

6.LS2.1 Evaluate and communicate the impact of environmental variables on population size.

6.LS2.7 Compare and contrast auditory and visual methods of communication among organisms in relation to survival strategies of a population.

Week 6, Sept 9-13

Continue 6.LS2.7

6.LS2.6 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.

6.LS2.5 Analyze existing evidence about the effect of a specific invasive species on native populations in Tennessee **and design a solution to mitigate its impact.** (Research and Project)

Assessment (6.LS2.1-7)

Week 7, Sept 16-20

6.LS4.1 Explain how changes in biodiversity would impact ecosystem stability and natural resources.

6.LS4.2 Design a possible solution for maintaining biodiversity of ecosystems while still providing necessary human resources without disrupting environmental equilibrium.

6.ETS1.1 Evaluate design constraints on solutions for maintaining ecosystems and biodiversity.

Assessment (6.LS4.1-2, 6.ETS1.1)

Week 8, Sept 23-27

Ancient Egypt

6.13 Identify and locate geographical features of ancient Egypt, including: Mediterranean Sea, Nile Delta, Nile River, Red Sea, The regions of Upper and Lower Egypt, The Sahara

6.16 Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids

6.14 Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar.

6.18 Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.

6.15 Explain the structure of ancient Egyptian society, including: Relationships between groups of people, How social classes were organized by occupation, Positions of pharaohs as god/kings, Role of slaves

District S.S. Checkpoint Assessment 1

District Science Checkpoint Assessment 1

Week 9, Sept 30-Oct 4

Re-testing in Groups

Data Conferences

6.17 Analyze the impact of key figures from ancient Egypt, including: Growth under the leadership of Queen Hatshepsut and her economic policies, Ramses the Great's military conquests leading to growth of the kingdom, Significance of the discovery of Tutankhamun's tomb on the understanding of ancient Egypt

6.19 Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia.

Assessment (6.13-6.19)



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Second Quarter

SCIENCE	SOCIAL STUDIES
<p>Week 1, Oct 14-18</p> <p>6.ESS2.1 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.</p> <p>6.ESS2.2 Diagram convection patterns that flow due to uneven heating of the earth.</p>	
<p>Week 2, Oct 21-25</p> <p>6.ESS2.2 continued</p> <p>6.ESS2.3 Construct an explanation for how atmospheric flow, geographic features, and ocean currents affect the climate of a region through heat transfer.</p> <p>Assessment: (6.ESS2.1-3)</p>	
<p>Week 3, Oct 28-Nov 1</p> <p>6.ESS2.4 Apply scientific principles to design a method to analyze and interpret the impact of humans and other organisms on the hydrologic cycle.</p> <p>6.ESS2.6 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.</p>	

Week 4, Nov 4-8 (4-day week)

6.ESS2.5 Analyze and interpret data from weather conditions, weather maps, satellites, and radar to predict probable local weather patterns and conditions.

Assessment 6.ESS2.1-6

Week 5, Nov 11-15

Ancient Israel

6.20 Identify and locate geographical features of ancient Israel, including: Dead Sea, Jerusalem, Jordan River, Mediterranean Sea, Red Sea, Sinai Peninsula

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.

6.22 Describe the origins and central features of Judaism: Key Person(s): Abraham, Moses; Sacred Texts: The Tanakh (i.e., Hebrew Bible); Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility

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.

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.

Week 6, Nov 18-22

Assessment (6.20-6.24)

Ancient Greece

6.39 Identify and locate geographical features of ancient Greece, including: Asia Minor, Athens, Macedonia, Mediterranean Sea, Peloponnesian peninsula, Sparta

6.40 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, & colonies in the Med.

6.41 Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law.

6.42 Explain the basic concepts of direct democracy and oligarchy.

Week 7, Nov 25-26 (2-day week)

Assessment (6.39-6.42)

Week 8, Dec 2-6

6.43 Explain the characteristics of the major Greek city-states of Athens and Sparta, including: Advantages of each geographic location, Approaches to education, Practice of slavery, Status of women, Styles of government

6.44 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.

Week 9, Dec 9-13

6.45 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 Macedonians.

6.46 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, & the emergence of the Olympic Games to honor Zeus.

Assessment (6.43-6.46)

6.47 Explain the historical significance of ancient Greek literature, including how the Iliad and the Odyssey provide insight into the life of the ancient Greeks.

District S.S. Checkpoint Assessment 2

Week 10, Dec 16-20 (4.5-day week)

District Science Checkpoint Assessment 2

Re-testing in Groups
Data Conferences



Science/S.S. – Sixth Grade 2024-25

Third Quarter

SCIENCE	SOCIAL STUDIES
<p>Week 1, Jan 7-10 (4-day week)</p>	<p>6.48 Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece.</p> <p>6.49 Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis.</p> <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.</p> <p>Assessment 6.48-6.50</p>
<p>Week 2, Jan 13-17</p> <p>6.ESS3.1 Differentiate between renewable and nonrenewable resources by asking questions about their availability and sustainability.</p> <p>6.ESS3.2 Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources.</p> <p>6.ESS3.3 Assess the impacts of human activities on the biosphere including conservation, habitat management, species endangerment, and extinction.</p>	
<p>Week 3, Jan 21-24 (4-day week)</p> <p>Assessment (6.ESS3.1-3)</p> <p>6.PS3.1 Analyze the properties and compare sources of kinetic, elastic potential, gravitational potential, electric potential, chemical, and thermal energy.</p> <p>6.PS3.2 Construct a scientific explanation of the transformations between potential and kinetic energy</p>	

Week 4, Jan 27-31

6.PS3.2 continued

6.ETS1.2 Design and test different solutions that impact energy transfer.

6.PS3.3 Analyze and interpret data to show the relationship between kinetic energy and the mass of an object in motion and its speed.

6.PS3.4 Conduct an investigation to demonstrate the way that heat (thermal energy) moves among objects through radiation, conduction, or convection.

Week 5, Feb 3-7

Assessment (6.PS3.1-4, 6.ETS1.2)

Ancient Rome

6.51 Identify and locate the geographical features of ancient Rome, including: Constantinople, Italian Alps, Italian Peninsula, Mediterranean Sea, Rome, Tiber River

6.52 Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.

6.53 Describe the government of the Roman Republic, including: Branches of government, Checks and balances, civic participation, Representative democracy, the rule of law, and the Twelve Tables

Week 6, Feb 10-14

6.54 Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society.

Assessment 6.51-6.54

6.55 Describe the characteristics of Julius Caesar's rule, including: Leadership in the military, Popularity amongst plebeians, Role as dictator for life, Assassination

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.

Week 7, Feb 18-21 (4-day week)

6.56 continued

6.57 Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: Aqueducts, Arches, Bridges, The Colosseum, Domes, Roads, Sanitation

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.

Week 8, Feb 24-28

Assessment 6.55-6.58

6.59 Describe the origins and central features of Christianity: Key Person(s) Jesus, Paul, Sacred Texts: The Bible, Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah

6.60 Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora.

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.

Week 9, Mar 3-7

District Science Checkpoint Assessment 3

Re-testing in Groups

Data Conferences

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.

Unit Assessment (6.59-6.62)

District Social Studies Checkpoint Assessment 3

Quarter 4, Week 1, Mar 10-14

Spiral Science Warm-ups

Ancient India

6.25 Identify and locate geographical features of ancient India, including: Ganges River, Himalayan Mountains, Indian Ocean, Indus River, Monsoon winds, Subcontinent of India

6.26 Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: Architecture built with bricks, Arranging roads into a series of grid-systems, Sanitation and sewer systems

6.27 Describe the social structure of the caste system, and explain its effect on everyday life in ancient India.



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Fourth Quarter

SCIENCE	SOCIAL STUDIES
<p>Week 2, Mar 24-28 Spiral Science Warm-ups</p>	<p>6.28 Describe the origins and central features of Hinduism: Key Person(s): origins in Aryan traditions, Sacred Texts: The Vedas, Basic Beliefs: dharma, karma, reincarnation, and moksha</p> <p>6.29 Describe the origins and central features of Buddhism: Key Person(s): Siddhartha Gautama (Buddha), Sacred Texts: Tripitaka, Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana</p> <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).</p> <p>Unit Assessment (6.25-6.30)</p>
<p>Week 3, Mar 31-Apr 3 (4-day week) Spiral Science Warm-ups</p>	<p>Ancient China</p> <p>6.31 Identify and locate geographical features of ancient China, including: Gobi Desert, Himalayan Mountains, Pacific Ocean, Plateau of Tibet, Yangtze River, Yellow River</p> <p>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.</p> <p>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.</p> <p>6.34 Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and The Analects</p>

	<p>emphasized the concepts of kinship, order, and hierarchy to address these problems.</p> <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.</p>
<p>Week 4, Apr 7-11 Spiral Science Warm-ups</p>	<p>6.36 Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty.</p> <p>6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing.</p> <p>6.38 Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China.</p> <p>Assessment (6.31-6.38)</p>
<p>Week 5, Apr 14-17 (4-day week) STEM PBL/Project/Enrichment</p>	
<p>Week 6, Apr 21-25 Earth Day April 22 STEM PBL/Project/Enrichment</p>	
<p>Week 7, Apr 28-May 2 STEM PBL/Project/Enrichment</p>	
<p>Week 8, May 5-9 STEM PBL/Project/Enrichment</p>	
<p>Week 9, May 12-16 STEM PBL/Project/Enrichment</p>	

Week 10, May 19-23 (4.5-day week)

STEM PBL/Project/Enrichment

