

Rogersville City School
6th Science/Social Studies 2024-2025

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1 Week

Beginning of Year Activities, Procedures, Rules, etc

2 Weeks

Social Studies: Early Humans

Tennessee Social Studies Standards			Topics/Activities	Assessments
Foundations of Human Civilization: c. 10,000-3500 BCE <small>Overview: Students will learn proper time designations and analyze the development and characteristics of civilizations, including the effects of the Agricultural Revolution.</small>			Hunter-Gatherers The Agricultural Revolution Reader's Theater Otzi Task Cards Interactive Journal notes Workbook Pages 2-16 Textbook pages 1-26	Written Response Multiple Choice Computer-based Paper Based
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"> • BC / BCE • AD / CE • Circa (c. or ca), decades, centuries 	H		
6.02	Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: <ul style="list-style-type: none"> • Basic hunting weapons • Fire • Shelter • Tools 	C, H		
6.03	Explain the impact of the Agricultural Revolution, including: <ul style="list-style-type: none"> • Barter economy • Domestication of plants and animals • Emergence of permanent settlements • Food surpluses • Labor specialization • New sources of clothing and shelter 	C, E, G, H		
6.04	Identify and explain the importance of the following key characteristics of civilizations: <ul style="list-style-type: none"> • Culture • Government • Religion • Social structure • Stable food supply • Technology • Writing 	C, E, G, H, P		

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 Kinetic & Potential Energy Transformations Heat Transfer Skate Park Simulation Ball Bounce Investigation Energy Stations Radiation, Conduction, Convection Investigation	Written Response Multiple Choice Computer-based Paper Based

2 Weeks

Social Studies: Mesopotamia

Tennessee Social Studies Standards	Topics/Activities	Assessments																											
<p>Ancient Mesopotamia: c. 3500-1700 BCE Overview: 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 Strand</th> </tr> </thead> <tbody> <tr> <td>6.05</td> <td>Identify and locate geographical features of ancient Mesopotamia, including: <ul style="list-style-type: none"> Black Sea Euphrates River Mediterranean Sea Persian Gulf Tigris River Zagros Mountains </td> <td>G</td> </tr> <tr> <td>6.06</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>6.07</td> <td>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.</td> <td>C, E, H</td> </tr> <tr> <td>6.08</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>6.09</td> <td>Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world's first empire.</td> <td>G, H, P</td> </tr> <tr> <td>6.10</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>6.11</td> <td>Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic.</td> <td>C, E, H</td> </tr> <tr> <td>6.12</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 Strand	6.05	Identify and locate geographical features of ancient Mesopotamia, including: <ul style="list-style-type: none"> Black Sea Euphrates River Mediterranean Sea Persian Gulf Tigris River Zagros Mountains 	G	6.06	Explain how geographic and climatic features led to the region being known as the Fertile Crescent.	G, H	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.	C, E, H	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.	C, E, G, H, P	6.09	Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world's first empire.	G, H, P	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.	C, H	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.	C, E, H	6.12	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 Mesopotamian Empires Interactive Journal Epic of Gilgamesh Comic Strip Play-Doh Cuneiform Workbook Pages 17-32 Textbook pages 27-54</p>	<p>Written Response Multiple Choice Computer-based Paper Based</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 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>Ecosystems: Environmental Effects on Population Interactions in Ecosystems Energy in Ecosystems Biomes Invasive Species Changes in Ecosystems Social Interactions & Group Behavior Oh Deer Game Wolf Restoration Producer, Consumer, Decomposer Card Sort Biome Book Invasive Species Animal Communication</p> <p>Biological Change: Biodiversity Solutions to maintain biodiversity Black Death Murder Mystery</p> <p>Engineering Design: Defining & Delimiting Engineering Problems Optimizing the Solution Design Rodent Game</p>	<p>Written Response Multiple Choice Computer-based Paper Based</p>

2 Weeks

Social Studies: Egypt

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<p>Ancient Egypt: c. 3000-700 BCE Overview: 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>6.13</td> <td>Identify and locate geographical features of ancient Egypt, including: <ul style="list-style-type: none"> • Mediterranean Sea • Nile Delta • Nile River • Red Sea • The regions of Upper and Lower Egypt • The Sahara </td> <td>G, H</td> </tr> <tr> <td>6.14</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>6.15</td> <td>Explain the structure of ancient Egyptian society, including: <ul style="list-style-type: none"> • Relationships between groups of people • How social classes were organized by occupation • Positions of pharaohs as god-kings • Role of slaves </td> <td>C, E, H, P</td> </tr> <tr> <td>6.16</td> <td>Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids.</td> <td>C, H</td> </tr> <tr> <td>6.17</td> <td>Analyze the impact of key figures from ancient Egypt, including: <ul style="list-style-type: none"> • 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 </td> <td>C, E, G, H, P</td> </tr> <tr> <td>6.18</td> <td>Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.</td> <td>C, E, G, H</td> </tr> <tr> <td>6.19</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	6.13	Identify and locate geographical features of ancient Egypt, including: <ul style="list-style-type: none"> • Mediterranean Sea • Nile Delta • Nile River • Red Sea • The regions of Upper and Lower Egypt • The Sahara 	G, H	6.14	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	6.15	Explain the structure of ancient Egyptian society, including: <ul style="list-style-type: none"> • Relationships between groups of people • How social classes were organized by occupation • Positions of pharaohs as god-kings • Role of slaves 	C, E, H, P	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.	C, H	6.17	Analyze the impact of key figures from ancient Egypt, including: <ul style="list-style-type: none"> • 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 	C, E, G, H, P	6.18	Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.	C, E, G, H	6.19	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 Life in Ancient Egypt Egypt's Empire The Kingdom of Kush Interactive Journal 3 Kingdoms Workbook pages 33-60 Textbook pages 55-102</p>	<p>Written Response Multiple Choice Computer-based Paper Based</p>
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2 Weeks

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2 Weeks

Social Studies: India

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3 Weeks

Science: Earth's Systems

Tennessee Science Standards	Activities	Assessments
<p>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.</p>	<p>Oceanic Convection Currents Atmospheric Convection Currents Factors that Affect Climate The Hydrologic Cycle Weather Oceans Scavenger Hunt Ocean Currents Balloon Activity</p>	<p>Written Response Multiple Choice Computer-based Paper Based</p>

2 Weeks

Social Studies: China

Tennessee Social Studies Standards			Activities	Assessments																											
<p>Ancient China: c. 2500 BCE-200 CE Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient China.</p> <table border="1"> <thead> <tr> <th>Standard Number</th> <th>Content Standard</th> <th>Content Strand</th> </tr> </thead> <tbody> <tr> <td>6.31</td> <td>Identify and locate geographical features of ancient China, including: <ul style="list-style-type: none"> • Gobi Desert • Himalayan Mountains • Pacific Ocean • Plateau of Tibet • Yangtze River • Yellow River </td> <td>G</td> </tr> <tr> <td>6.32</td> <td>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>C, G, H</td> </tr> <tr> <td>6.33</td> <td>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>C, G, H, P</td> </tr> <tr> <td>6.34</td> <td>Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and <i>The Analects</i> emphasized the concepts of kinship, order, and hierarchy to address these problems.</td> <td>C, H, P</td> </tr> <tr> <td>6.35</td> <td>Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty.</td> <td>C, E, G, H, P</td> </tr> <tr> <td>6.36</td> <td>Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty.</td> <td>C, E, H, P</td> </tr> <tr> <td>6.37</td> <td>Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing.</td> <td>C, E, G, H</td> </tr> <tr> <td>6.38</td> <td>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.</td> <td>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"> • Gobi Desert • Himalayan Mountains • Pacific Ocean • Plateau of Tibet • Yangtze River • Yellow River 	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 prevalent in the time of Confucius and how the philosophy of Confucianism and <i>The Analects</i> 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 initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China.	C, E, G, H, P	<p>The Birth of Chinese Civilization Society & Culture in Ancient China The Qin & Han Dynasties Interactive Journal Workbook Pages 181-202 Textbook pages 277-310</p>	<p>Written Response Multiple Choice Computer-based Paper Based</p>
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3 Weeks

Science: Earth & Human Activity

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

3 Weeks

Social Studies: Greece

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C, E, G, H, P	<p>Rise of Greek Civilization Sparta & Athens: City-State Rivals Greece & Persia Glory, War, and Decline Greek Culture The Greek Mind Alexander's Empire Hellenistic Culture Interactive Journal Workbook pages 99-156 Textbook pages 147-238</p>	<p>Written Response Multiple Choice Computer-based Paper Based</p>
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4 Weeks

Social Studies: Rome

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2 Weeks

Curriculum Review/Remediation

Various Practice Tests during this window

1-2 Weeks

Health/Wellness Standards

<h3>Tennessee Health/Wellness/ Family Life Curriculum Standards</h3>	<h3>Resource s</h3>																								
<p>Component: Personal Wellness Subcomponent: Nutrition</p> <table border="1"> <tr><td colspan="2">Grade 6</td></tr> <tr><td>PW.1</td><td>6.PW.1 Explain the relationship between a balanced nutrition program and the essential nutrients for overall wellness.</td></tr> <tr><td>PW.2</td><td>6.PW.2 Analyze tools such as <i>Dietary Guidelines</i> and <i>Food Fact Labels</i> as they relate to the planning of nutrition and fitness.</td></tr> <tr><td>PW.3</td><td>6.PW.3 Apply strategies to consume a variety of nutrient dense foods and beverages.</td></tr> <tr><td colspan="2">Grade 6</td></tr> <tr><td>PW.4</td><td>6.PW.4 Research lifelong nutrition and health-related fitness concepts to enhance quality of life.</td></tr> </table> <p>Component: Personal Wellness Subcomponent: Personal Hygiene</p> <table border="1"> <tr><td colspan="2">Grade 6</td></tr> <tr><td>PW.5</td><td>6.PW.5 Identify and evaluate basic personal hygiene habits.</td></tr> <tr><td>PW.6</td><td>6.PW.6 Identify personal hygiene practices and health/safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and cleaning of athletic gear).</td></tr> </table> <p>Component: Personal Wellness Subcomponent: Physical Activity and Fitness</p> <table border="1"> <tr><td colspan="2">Grade 6</td></tr> <tr><td>PW.7</td><td>6.PW.7 Identify the importance of participation in the recommended one hour of daily physical activity.</td></tr> <tr><td>PW.8</td><td>6.PW.8 Explain the benefits of exercise for improved social, mental, and physical health.</td></tr> </table>		Grade 6		PW.1	6.PW.1 Explain the relationship between a balanced nutrition program and the essential nutrients for overall wellness.	PW.2	6.PW.2 Analyze tools such as <i>Dietary Guidelines</i> and <i>Food Fact Labels</i> as they relate to the planning of nutrition and fitness.	PW.3	6.PW.3 Apply strategies to consume a variety of nutrient dense foods and beverages.	Grade 6		PW.4	6.PW.4 Research lifelong nutrition and health-related fitness concepts to enhance quality of life.	Grade 6		PW.5	6.PW.5 Identify and evaluate basic personal hygiene habits.	PW.6	6.PW.6 Identify personal hygiene practices and health/safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and cleaning of athletic gear).	Grade 6		PW.7	6.PW.7 Identify the importance of participation in the recommended one hour of daily physical activity.	PW.8	6.PW.8 Explain the benefits of exercise for improved social, mental, and physical health.
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SP.10	6.SP.10 Identify resources for preventative healthcare.	
SP.11	6.SP.11 Describe how environment and lifestyle impact health.	
Component: Human Growth and Development Subcomponent: Anatomy and Physiology		
	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.	
Component: Human Growth and Development Subcomponent: Puberty and Adolescent Development		
	Grade 6	
HGD.3	6.HGD.3 Explain that puberty and physical development can vary among individuals.	

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.	
Component: Human Growth and Development Subcomponent: Pregnancy and Reproduction		
	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.	
Component: Human Growth and Development Subcomponent: Sexually Transmitted Infections / HIV		
	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.