

Rogersville City School
6th Science/Social Studies 2025-2026

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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 	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 	C, E, G, H, P		

2 Weeks

Science: Energy

Tennessee Science Standards	Activities	Assessments
<p>PS3: 1 Analyze the sources of energy in a system to gather evidence supporting that energy is conserved during transfers of kinetic, potential (elastic, gravitational, and chemical) and/or thermal energy.</p> <p>PS3: 2 Use a model to gather evidence to support changes to a system can be caused by transfers of sound or thermal energy (i.e., conduction, convection, or radiation).</p>	<p>Types of Energy Kinetic & Potential Energy Transformations Heat Transfer Skate Park Simulation Ball Bounce Investigation Energy Stations Radiation, Conduction, Convection Investigation</p>	<p>Written Response Multiple Choice Computer-based Paper Based</p>

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>LS2:1 Use data to evaluate and communicate the impact of the environmental variables, both living and nonliving (e.g., food, water, oxygen, and other resources), on population size within a system.</p> <p>LS2:2 Construct an explanation that predicts patterns of competitive, symbiotic, and predatory interactions among organisms across ecosystems.</p> <p>LS2:3 Use a model to construct an explanation about the transfer of energy through a food web and energy pyramid in an ecosystem.</p> <p>LS2:4 Construct an explanation that uses abiotic (e.g., precipitation, temperature, soil) and biotic (e.g., biodiversity, number of organisms) patterns in earth's terrestrial and aquatic ecosystems (e.g., tundra, taiga, deciduous forest, desert, grasslands, rainforest, marine, and freshwater) as measures of ecosystem health.</p> <p>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.</p> <p>LS4:1 Explain how changes to biodiversity in a system would impact human resources (e.g., food, medicine, and clean water) and "ecosystem services" (e.g., climate stabilization, decomposition of waste, and pollination).</p> <p>ETS:1 Design, evaluate, and improve a possible solution for maintaining biodiversity of ecosystems.</p> <p>ETS:2 Design, construct, and test a device that either minimizes or maximizes thermal energy transfer by combining solutions or parts of solutions to solve a problem that can be communicated and explained to others.</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 Ramesses 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 Ramesses 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>ESS2:1 Diagram oceanic and atmospheric convection patterns in a system that flow due to uneven heating of the earth.</p> <p>ESS2:2 Gather evidence to justify that oceanic convection currents in a system are caused by the sun's transfer of thermal energy and differences in salinity leading to global water movement.</p> <p>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>ESS2:4 Develop and use a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>ESS2:5 Analyze and interpret data to determine the impact of humans and other organisms on the water cycle, landforms (e.g., rain shadow effect) and atmospheric systems.</p> <p>ESS2:6 Develop a model to explain the role of greenhouse gases in regulating the Earth's average surface temperature and keeping it habitable.</p> <p>ESS2:7 Collect data to provide evidence for how the interactions of air masses result in changes in local weather conditions and how that data can be used to predict probable local weather patterns.</p>	<p>Oceanic Convection Currents</p> <p>Atmospheric Convection Currents</p> <p>Factors that Affect Climate</p> <p>The Hydrologic Cycle</p> <p>Weather</p> <p>Oceans Scavenger Hunt</p> <p>Ocean Currents Balloon Activity</p>	<p>Written Response</p> <p>Multiple Choice</p> <p>Computer-based</p> <p>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" data-bbox="218 407 806 769"> <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>ESS3:1 Use data to explain the consumption and sustainability of natural resources (non-renewable and renewable) and the resulting impact on Earth's system.</p> <p>ESS3:2 Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources.</p> <p>ESS3:3 Obtain, evaluate, and communicate information about the impacts of human activities on the biosphere including conservation, habitat management, species endangerment, and extinction.</p>	<p>Natural Resources</p> <p>Human Impacts on Earth's Systems</p> <p>Renewable/ Non-renewable resources</p> <p>Card sort</p> <p>Research</p> <p>Developing technologies</p> <p>Alternative fuel sources</p>	<p>Written Response</p> <p>Multiple Choice</p> <p>Computer-based</p> <p>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

2 Weeks

End of Year Activities, Celebrations, etc.

If you have any questions or concerns about materials, please contact Roseanna Self (423)272-7651 or selfr@rcschool.net