



Science/S.S. – Sixth Grade 2026-27

First Quarter

SCIENCE	SOCIAL STUDIES
Week 1, Aug 3-7 (4-day week)	<u>Foundations of Human Civilization</u> 6.01 Identify the meaning of time designations and abbreviations used by historians, including: BC / BCE AD / CE Circa (c. or ca), decades, centuries Essential Question: How do historians use time designations and abbreviations to organize and interpret the past? 6.02 Describe the characteristics of the nomadic hunter-gatherer societies, including their use of: Basic hunting weapons, Fire, Shelter, Tools EQ: How did the daily needs and environment of nomadic hunter-gatherers shape the tools, weapons, shelters and use of fire they developed? 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 EQ: In what ways did the Agricultural Revolution change the way early humans lived, worked, and met their basic needs?
Week 2, Aug 10-14	6.04 Identify and explain the importance of the following key characteristics of civilizations: Culture, Government, Religion, Social structure, Stable food supply, Technology, Writing EQ: What key characteristics define a civilization, and why are they important for its development and survival? <u>Geography and Timeline of Ancient Civilizations</u>

	<u>Ancient Mesopotamia</u> 6.05 Identify and locate geographical features of ancient Mesopotamia, including: Black Sea, Euphrates River, Mediterranean Sea, Persian Gulf, Tigris River, Zagros Mountains EQ: How did the geography of ancient Mesopotamia - including its rivers, seas, mountains, and fertile land - shape the region known as the fertile crescent? 6.06 Explain how geographic and climatic features led to the region being known as the Fertile Crescent. EQ: How did the geography of ancient Mesopotamia - including its rivers, seas, mountains, and fertile land - shape the region known as the fertile crescent?
Week 3, Aug 17-21	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. EQ: How did Mesopotamian inventions and achievements - such as irrigation, silt, metallurgy, tools, use of animals, slave labor, the wheel, sail, plow, cuneiform, clay tablets, ziggurats, and the Epic of Gilgamesh - help improve farming and shape their civilization? 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. EQ: How did Mesopotamian inventions and achievements - such as irrigation, silt, metallurgy, tools, use of animals, slave labor, the wheel, sail, plow, cuneiform, clay tablets, ziggurats, and the Epic of Gilgamesh - help improve farming and shape their civilization? 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. EQ: How did advancements in farming help Sumer grow its economy, increase trade and transportation, and develop independent city-states?

Week 5, Aug 31-Sept 4

6.LS2.3 Use a model to construct an explanation about the transfer of energy through a food web and energy pyramid in an ecosystem.

Essential Question: How does energy flow through a food web and energy pyramid, and what does this reveal about the balance of an ecosystem?

Week 6, Sept 7-11 (4-day week)

Topic 3 - Ecosystem Health & Biodiversity

6.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.

Essential Question: How can patterns in biotic and abiotic factors help us determine the health of different ecosystems on Earth?

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)

Essential Question: How does a specific invasive species affect native populations in Tennessee, and what solutions could reduce its impact?

Week 7, Sept 14-18

6.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).

Essential Question: How do changes in biodiversity affect the natural resources and ecosystem services that humans depend on?

6.ETS1.1 Design, evaluate, and improve a possible solution for maintaining biodiversity of ecosystems.

Essential Question: What solutions can we design and improve to help protect and maintain biodiversity in ecosystems?

Assessment ETS1.1

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

EQ: How did the geography of Egypt - including the Nile River, surrounding seas, deserts, and regions - shape where people lived and how they survived?

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

EQ: How did the ancient Egyptians' belief in polytheism and the afterlife shape their practices of mummification and building 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.

EQ: How did irrigation and the invention of the calendar improve farming in ancient Egypt, and how did these changes lead to economic growth?

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

EQ: How did hieroglyphics and papyrus help ancient Egyptians share ideas and record their history, and how did the pyramids and Sphinx show their engineering skills and beliefs about their rulers?

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

EQ: How did hieroglyphics and papyrus help ancient Egyptians share ideas and record their history, and how did the pyramids and Sphinx show their engineering skills and beliefs about their rulers?

District Science Checkpoint Assessment 1

District S.S. Checkpoint Assessment 1

Week 9, Sept 28-Oct 2

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

EQ: How did Queen Hatshepsut's trade and building projects, Ramses the Great's military conquests, and discovery of King Tut's tomb help people understand the power of ancient Egypt?

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

EQ: How did Egypt's trade and conflicts with Nubia and nearby civilizations lead to the sharing of goods, ideas, and cultural practices?

Assessment (6.13-6.19)



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Second Quarter

SCIENCE	SOCIAL STUDIES
Week 1, Oct 12-16 6.ESS2.1 Diagram oceanic and atmospheric convection patterns in a system that flows due to uneven heating of the Earth. Essential Question: How does uneven heating of the Earth create convection patterns in the ocean and atmosphere? 6.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. Essential Question: How do the Sun's energy and differences in salinity drive ocean currents and shape global water movement? Assessment: (6.ESS2.1-2)	
Week 2, Oct 19-23 6.ESS2.2 continued 6.ESS2.3 Construct an explanation for how atmospheric flow, geographic features, and ocean currents affect the climate of a region through heat transfer. Essential Question: How do atmospheric flow, landforms, and ocean currents work together to influence the climate of a region through heat transfer?	

Week 3, Oct 26-30

6.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.

Essential Question: How does the Sun's energy and gravity work together to drive the cycling of water through Earth's systems?

Week 4, Nov 2-6 (4-day week)

6.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.

Essential Question: How do humans and other organisms impact the water cycle, landforms, and atmospheric systems?

6.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.

Essential Question: How do interactions between air masses cause changes in local weather, and how can we use data to predict these weather patterns?

Ancient Israel

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

EQ: How did the geography of ancient Israel—its seas, rivers, and land features—shape where people lived and how they survived?

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.

EQ: What events and challenges led the Israelites to move from Mesopotamia to Canaan, from Canaan to Egypt, and then return 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

EQ: How did Abraham's covenant with God, Moses' leadership and the Ten Commandments, and the teachings of the Hebrew Bible help shape the Jewish belief in one God 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.

EQ: Why was Saul important as Israel's first king, how did David establish Jerusalem as the capital, and why was Solomon's building of the first temple significant for the kingdom?

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.

EQ: How did the Kingdom of Israel split, what happened during the Babylonian captivity, and why were the Jews able to return to their homeland under the Persian Empire?

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

EQ: How did the location and geography of ancient Greece, including mountains and access to the Mediterranean Sea, influence where city-states like Athens and Sparta developed and how Greeks traded and formed colonies?

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.

EQ: How did the location and geography of ancient Greece, including mountains and access to the Mediterranean Sea, influence where city-states like Athens and Sparta developed and how Greeks traded and formed colonies?

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

EQ: What was the polis in ancient Greece, and how did citizenship, civic participation, and the rule of law affect how people lived and governed their city-states?

Week 7, Nov 23-24 (2-day week)	6.42 Explain the basic concepts of direct democracy and oligarchy. EQ: How would life be different in a society ruled by direct democracy compared to one ruled by an oligarchy?
Week 8, Nov 30-Dec 4	Assessment (6.39-6.42) 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 EQ: How did Athens and Sparta differ in geography, government, education, the role of women, and the practice of slavery? 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. EQ: Why did Persia attack Greece, how did Athens and Sparta work together to defend the city-states, and what were the results of the Persian Wars?
Week 9, Dec 7-11	6.44 continued 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. EQ: How did political conflict between Athens and Sparta cause the Peloponnesian Wars, and how did the wars weaken Greek city-states and lead to Macedonian conquest? 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. EQ: How did belief in humanlike gods influence daily life in ancient Greece and lead to traditions like the Olympic Games held to honor Zeus? District S.S. Checkpoint Assessment

Week 10, Dec 14-18 (4.5-day week)

District Science Checkpoint Assessment 2

Re-testing in Groups

Data Conferences

Assessment (6.43-6.46)



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Third Quarter

SCIENCE	SOCIAL STUDIES
Week 1, Jan 6-8 (3-day week)	6.47 Explain the historical significance of ancient Greek literature, including how the <i>Iliad</i> and the <i>Odyssey</i> provide insight into the life of the ancient Greeks. EQ: How do the <i>Iliad</i> and the <i>Odyssey</i> show the importance of honor, bravery, family, and the gods in the daily life of ancient Greeks? 6.48 Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece. EQ: What ideas did Socrates, Plato, and Aristotle teach, and how did those ideas change education and daily life in ancient Greece? 6.49 Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. EQ: Why was the Parthenon built on the Acropolis, and how were both places used by the people of ancient Athens? 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. EQ: How did Macedonia unite the Greek city-states, and how did Alexander the Great help spread Greek (Hellenistic) culture to other regions? Assessment 6.48-6.50

Week 2, Jan 11-15

Topic 6 continued- Earth and Human Activity

6.ESS2.6 Develop a model to explain the role of greenhouse gases in regulating the Earth's average surface temperature and keeping it habitable.

Essential Question: How do greenhouse gases regulate Earth's temperature and help keep our planet habitable?

6.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.

Essential Question: How can data be used to explain the consumption and sustainability of natural resources and the resulting impact on Earth's systems?

6.ESS3.2 Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources.

Essential Question: How do existing and developing technologies that utilize renewable and alternative energy resources compare to each other?

Week 3, Jan 18-22 (4-day week)

6.ESS3.3 Obtain, evaluate, and communicate information about the impacts of human activities on the biosphere, including conservation, habitat management, species endangerment, and extinction.

Essential Question: How do human activities impact conservation, habitat management, species endangerment, and extinction in the biosphere?

Assessment ESS2.6/ESS3.1-ESS3.3)

Topic 1

6.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.

Essential Question: How is energy in a system conserved during transfers of kinetic, potential, and/or thermal energy?

Week 4, Jan 25-29

6.PS3.2 Use a model to gather evidence to support changes to a system that can be caused by transfers of sound or thermal energy (i.e., conduction, convection, or radiation).

Essential Question: How can we visualize the relationship between heat flow and systemic change using a model?

6.ETS1.2 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.

Essential Question: How can we design and test a device that controls the flow of thermal energy to solve a specific, real-world problem?

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

Week 5, Feb 1-5

Ancient Rome

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

EQ: How did the geographical features of ancient Rome—such as the Italian Peninsula, the Tiber River, and the Mediterranean Sea—shape where Romans settled and how their civilization developed?

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

EQ: How did the geographical features of ancient Rome—such as the Italian Peninsula, the Tiber River, and the Mediterranean Sea—shape where Romans settled and how their civilization developed?

	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 EQ: How did the structure and principles of the Roman Republic's government shape the way power was shared and limited among its citizens? *See standard for specific examples.
Week 6, Feb 8-12 (4-day week)	6.54 Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. EQ: In what ways did the Roman class system influence how people (patricians, plebeians, and slaves) lived and participated in 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 EQ: How did Julius Caesar gain and use power, and how did those choices lead to both his popularity and his downfall? 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. EQ: How did Augustus Caesar transform Rome into an empire, and what effects did his leadership have on its political stability, expansion, and economy during the Pax Romana?

Week 7, Feb 15-19 (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

EQ: How did Roman innovations in engineering and architecture help the empire grow and improve the lives of its people?

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.

EQ: How did the beliefs in Roman gods and goddesses influence daily life and culture in ancient Rome?

Week 8, Feb 22-26 (4-day week)

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

EQ: How did the life and teachings of Jesus and Paul shape the beliefs and practices of Christianity?

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

EQ: Why were the Jewish people expelled from their homeland by the Romans, and how did the Roman expulsion of the Jews lead to the spread of Jewish communities around the world?

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.

EQ: Why was the Roman Empire divided into East and West, and how did establishing Constantinople as the capital change the empire?

Week 9, Mar 1-5

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.

EQ: How did internal challenges like difficulty governing its large territory, political corruption, and economic instability; as well as, attacks by Germanic tribes contribute to the fall of the Western Roman Empire?

Unit Assessment (6.59-6.62)

District Social Studies Checkpoint Assessment 3

Week 10, Mar 8-12

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

EQ: How did the geographical features of ancient India—such as the Ganges and Indus Rivers, Himalayan Mountains, Indian Ocean Monsoon winds, and the Subcontinent—shape where Indians settled and how their civilization developed?

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

EQ: How did the Harappans use farming, brick buildings, grid-pattern streets, and sewer systems to build a successful civilization in the Indus River Valley?

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

EQ: What effect did the caste system have on relationships, jobs, and daily life in ancient India?



Science/S.S. – Sixth Grade 2026-27

Fourth Quarter

SCIENCE	SOCIAL STUDIES
Week 1, Mar 22-26 (4-day week) Spiral Science Warm-ups	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 EQ: How did the beliefs and teachings of Hinduism influence life in ancient India? 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 EQ: How did Buddhism begin, and what did the Buddha teach about ending suffering? 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). EQ: Why are the intellectual achievements of ancient India still important in modern life? Be specific to the standard Unit Assessment (6.25-6.30)
Week 2, Mar 29-Apr 2 (4-day week) Spiral Science Warm-ups	Ancient China 6.31 Identify and locate geographical features of ancient China, including: Gobi Desert, Himalayan Mountains, Pacific Ocean, Plateau of Tibet, Yangtze River, Yellow River EQ: How did the geographical features of ancient China—such as the Gobi Desert, Himalayan Mountains, Pacific Ocean, Plateau of Tibet and the Yangtze and Yellow Rivers—shape where Chinese settled and how their civilization developed?

	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. EQ: How did geographic barriers and river systems affect the growth and culture of ancient China? 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. EQ: How did the size of ancient China create challenges for rulers, and how did ideas like the Mandate of Heaven and Legalism help solve those challenges? 6.34 Identify the political and cultural problems prevalent 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. EQ: How did Confucianism use ideas like kinship, order, and hierarchy to improve society in ancient China?
Week 3, Apr 5-9 Spiral Science Warm-ups	6.35 Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty. EQ: How did Qin Shi Huangdi's unification of China affect the government, society, and daily life? 6.36 Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty. EQ: How did Confucianism help the Han Dynasty create a successful and long-lasting government? 6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. EQ: How did Han Dynasty innovations like paper, the compass, and printing improve daily life and communication?

	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. EQ: How did the demand for Chinese goods lead to the creation of the Silk Road and the spread of ideas and beliefs?
Week 4, Apr 12-16 STEM PBL/Project/Enrichment	Assessment (6.31-6.38)
Week 5, Apr 19-23 Earth Day April 22 STEM PBL/Project/Enrichment	
Week 6, Apr 26-30 STEM PBL/Project/Enrichment	
Week 7, May 3-7 STEM PBL/Project/Enrichment	
Week 8, May 10-14 STEM PBL/Project/Enrichment	
Week 9 May 17-21 STEM PBL/Project/Enrichment	

Week 10, May 24-27 (3.5-day week)

STEM PBL/Project/Enrichment