

Wilson Area School District Planned Course Guide

Title of planned course: Social Studies Grade 6

Subject Area: Social Studies

Grade Level: 6

Course Description: This course is designed to provide students with a comprehensive knowledge of the ancient civilizations and the impact they have made on our world while focusing on eligible content within the common core standards for reading and language arts and the academic standards for social studies including history and geography.

Time/Credit for this Course: One full academic year

Curriculum Writing Committee: Sarah Fox and Nicole Fenton

Curriculum Map

August: Introduction to non-fiction texts: summarization, comprehension, reliability/credibility, text structure/features

September: Introduction to non-fiction texts: summarization, comprehension, reliability/credibility, text structure/features / Mayan Civilization

October: Mayan Civilization / Aztec Civilization

November: Incan Civilization / Ancient Greece

December: Ancient Greece / Ancient Rome

January: Ancient Rome

February: Middle Ages

March: Middle Ages

April: The Renaissance and Reformation

May: The Renaissance and Reformation

June: The Renaissance and Reformation

Wilson Area School District Planned Course Materials

Course Title: Social Studies Grade 6

Textbook:

Ancient Civilizations Through the Renaissance
Holt McDougal
2012

Teacher Resources:

- Buckle Down Pennsylvania PSSA 6 Reading
- United Streaming
- www.hmhsocialstudies.com (History Channel Videos)
- Non-fiction sources
- Literature (ex. Iliad, Odyssey, Canterbury Tales, etc.)

Curriculum Scope & Sequence

Planned Course: Social Studies Grade 6

Unit: Analyzing/Interpreting Non-fiction Text

Time frame: 3 weeks

State Standards and Anchor(s) or Adopted Anchor: C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L; C.C.1.4.6.A, B, C, D, E, F, G, H, I, J, K, L, M, O, S, U, V, W, X; C.C.1.5.6.A, B, D, E, G; 8.1.6.A, B, C, D

Essential content/objectives: At end of the unit, students will be able to:

- Summarize non-fiction texts
- Identify essential information
- Differentiate facts and opinions
- Recognize bias in writing
- Determine effects the telling of historical events
- Cite evidence to support claims
- Utilize a variety of strategies comprehend non-fiction texts and interpret content vocabulary
- Identify and locate resources to aid in supporting claims
- Navigate and utilize textbooks effectively (text structure/features)

Core Activities: Students will complete/participate in the following:

- Textbook scavenger hunt
- Buckle Down Reading Lessons 1 & 8
- Analysis of non-fiction samples provided by the teacher (articles are content related)
- Analysis of non-fiction samples found by students (articles must be content related)
- Introduction to research projects
- Identification of features used in primary sources (newspaper)

Extensions:

- Informational writing assignments
- Creative writing assignments
- Differentiated texts

Remediation:

- Vocabulary lists
- Graphic organizers
- Differentiated texts

Instructional Methods:

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

Materials & Resources:

- Textbook
- Buckle Down Reading
- Various primary sources
- Newspapers
- Computers with approved internet sites
- Mimio lessons

Assessments:

- Diagnostic:
 - warm-ups
 - pre-tests
 - informal observation
 - questioning
 - student surveys

- Formative:
 - warm-ups
 - informal observation
 - questioning
 - learning stations
 - quizzes

- Summative:
 - writing projects
 - tests

Curriculum Scope & Sequence

Planned Course: Social Studies Grade 6

Unit: Mayan, Aztec, and Incan Civilizations

Time frame: 2 months

State Standards and Anchor(s) or Adopted Anchor: C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L; C.C.1.4.6.A, B, C, D, E, F, G, H, I, J, K, L, M, O, S, U, V, W, X; C.1.5.6.A, B, D, E, G; 8.1.6.A, B, C, D; 8.4.6.A, B, C, D; 7.3.6.A, B, C, D; 7.4.6.A

Essential content/objectives: At end of the unit, students will be able to:

- Describe and identify contributions of ancient civilizations to our modern world
- Describe how geography affected the lives of ancient people
- Describe how Europeans impacted the lives of ancient people in the Americas
- Describe the growth and development of the Maya, Aztec, and Inca civilizations in the Americas
- Explain the factors leading to the development of complex societies in the Americas

Core Activities: Students will complete/participate in the following:

- Read and do activities in textbook chapter 16
- Postcard from a visit to historical Tenochtitlan
- Write a newspaper article about a present day visit to one of the ancient ruins
- Write a 5 paragraph persuasive paper with a thesis claiming which civilization most impacted our lives today
- Mayan mural project
- Webquest on Mayan civilization
- View online sources and videos and complete related activities

Extensions:

- Informational writing assignments
- Creative writing assignments
- Differentiated texts

Remediation:

- Vocabulary lists
- Graphic organizers
- Differentiated texts

Instructional Methods:

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

Materials & Resources:

- textbook
- various non-fiction sources
- computers with approved internet sites
- Mimio lessons
- videos

Assessments:

- Diagnostic:
 - warm-ups
 - pre-tests
 - informal observation
 - questioning
 - student surveys

- Formative:
 - warm-ups
 - informal observation
 - questioning
 - learning stations
 - quizzes
 - projects

- Summative:
 - writing projects
 - tests

Curriculum Scope & Sequence

Planned Course: Social Studies Grade 6

Unit: Ancient Greece

Time frame: 1 month

State Standards and Anchor(s) or Adopted Anchor: C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L; C.C.1.4.6.A, B, C, D, E, F, G, H, I, J, K, L, M, O, S, U, V, W, X; C.C.1.5.6.A, B, D, E, G; 8.1.6.A, B, C, D; 8.4.6.A, B, C, D; 7.3.6.A, B, C, D; 7.4.6.A

Essential content/objectives: At end of the unit, students will be able to:

- Describe and identify contributions of ancient civilizations to our modern world
- Describe how geography affected the lives of ancient people
- Describe how ancient Greece has impacted our current political systems and world
- Describe the growth and development of ancient Greece
- Read and interpret Greek mythology in literature
- Compare and contrast Athens and Sparta
- Analyze and sequence important battles that shaped ancient Greece

Core Activities: Students will complete/participate in the following:

- Textbook reading/activities in chapters 8 and 9
- Compare and contrast Athens and Sparta with a Venn diagram/writing assignment
- Use various multi-media sources to compare the historical version of the Battle of Thermopylae with Hollywood's version (300)
- Write a 5 paragraph informational piece on one of the important battles in ancient Greece
- Read and interpret excerpts from the Iliad and Odyssey
- View online sources and videos and complete related activities
- City-state project

Extensions:

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- Model Trojan horse

Remediation:

- Vocabulary lists
- Graphic organizers
- Differentiated texts

Instructional Methods:

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

Materials & Resources:

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

Assessments:

- Diagnostic:
 - warm-ups
 - pre-tests
 - informal observation
 - questioning
 - student surveys
- Formative:
 - warm-ups
 - informal observation
 - questioning
 - learning stations
 - quizzes
 - projects
- Summative:
 - writing projects
 - tests

Curriculum Scope & Sequence

Planned Course: Social Studies Grade 6

Unit: Ancient Rome

Time frame: 1 month

State Standards and Anchor(s) or Adopted Anchor: C.C. 1.2.6.A, B, D, E, G, H, I, J, K; L; C.C.1.4.6.A, B, C, D, E, F, G, H, I, J, K, L, M, O, S, U, V, W, X; C.C.1.5.6.A, B, D, E, G; 8.1.6.A, B, C, D; 8.4.6.A, B, C, D; 7.3.6.A, B, C, D; 7.4.6.A

Essential content/objectives: At end of the unit, students will be able to:

- Describe and identify contributions of ancient civilizations to our modern world
- Describe how geography affected the lives of ancient people
- Describe how ancient Rome has impacted our current political systems and world
- Describe the growth and development of ancient Rome
- Explain how Rome became the dominant power in the Mediterranean region
- Describe and understand events that lead to the fall of the Roman empire
- Compare and contrast various Roman emperors
- Sequence events leading to the rise of Christianity

Core Activities: Students will complete/participate in the following:

- Textbook reading/activities in chapters 10 and 11
- Create a myth and compare it to the actual myth of Romulus and Remus
- Create a Venn diagram/writing assignment to compare and contrast the Roman republic with our current government
- Interview with a gladiator activity
- Write a 5 paragraph persuasive piece about the collapse of Rome
- Read and interpret non-fiction sources
- View online sources and videos and complete related activities

Extensions:

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- Coliseum model

Remediation:

- Vocabulary lists
- Graphic organizers
- Differentiated texts

Instructional Methods:

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

Materials & Resources:

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

Assessments:

- Diagnostic:
 - warm-ups
 - pre-tests
 - informal observation
 - questioning
 - student surveys
- Formative:
 - warm-ups
 - informal observation
 - questioning
 - learning stations
 - quizzes
 - projects
- Summative:
 - writing projects
 - tests

Curriculum Scope & Sequence

Planned Course: Social Studies Grade 6

Unit: Middle Ages

Time frame: 2 months

State Standards and Anchor(s) or Adopted Anchor: C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L; C.C.1.4.6.A, B, C, D, E, F, G, H, I, J, K, L, M, O, S, U, V, W, X; C.C.1.5.6.A, B, D, E, G; 8.1.6.A, B, C, D; 8.4.6.A, B, C, D; 7.3.6.A, B, C, D; 7.4.6.A

Essential content/objectives: At end of the unit, students will be able to:

- Describe how geography affected the lives of Medieval people
- Describe the social and economic systems during the Middle Ages in Europe
- State and describe the declines that occurred during the Dark Ages (ex. education)
- Understand and explain the feudal system
- Analyze the causes of the Crusades and understand the influence of Christianity on Medieval society
- Describe social and political change during the Middle Ages

Core Activities: Students will complete/participate in the following:

- Textbook reading/activities in chapters 17 and 18
- Complete a R.A.F.T. on the Bubonic plague
- Read and interpret non-fiction sources
- View online sources and videos and complete related activities
- Timeline of important events during the Middle Ages
- Feudalism pyramid
- Read excerpts from Chaucer's Canterbury Tales and make connections to class content

Extensions:

- Informational writing assignments
- Creative writing assignments
- Differentiated texts

Remediation:

- Vocabulary lists
- Graphic organizers
- Differentiated texts

Instructional Methods:

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

Materials & Resources:

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

Assessments:

- Diagnostic:
 - warm-ups
 - pre-tests
 - informal observation
 - questioning
 - student surveys

- Formative:
 - warm-ups
 - informal observation
 - questioning
 - learning stations
 - quizzes
 - projects

- Summative:
 - writing projects
 - tests

Curriculum Scope & Sequence

Planned Course: Social Studies Grade 6

Unit: The Renaissance and Reformation

Time frame: 2 months

State Standards and Anchor(s) or Adopted Anchor: C.C. 1.2.6.A, B, D, E, G, H, I, J, K, L; C.C.1.4.6.A, B, C, D, E, F, G, H, I, J, K, L, M, O, S, U, V, W, X; C.C.1.5.6.A, B, D, E, G; 8.1.6.A, B, C, D; 8.4.6.A, B, C, D; 7.3.6.A, B, C, D; 7.4.6.A

Essential content/objectives: At end of the unit, students will be able to:

- Describe political and economic changes that lead to the Renaissance
- Understand how the growth of wealthy trading cities in Italy lead to a rebirth of the arts and learning called the Renaissance
- Understand how the Renaissance spread beyond Italy and changed as it spread
- Explain how efforts to reform the Roman Catholic Church lead to changes in society and the creation of new churches
- Describe how advancements during the Renaissance have impacted our modern world

Core Activities: Students will complete/participate in the following:

- Textbook reading/activities in chapter 19
- Read and interpret non-fiction sources
- View online sources and videos and complete related activities
- Create a book jacket for a biography on an influential person from the Renaissance
- Read biographies and make connections to class content (ex. Marco Polo, Michelangelo, Da Vinci, Gutenberg, Petrarch, etc.)
- Write a persuasive piece about the most important development that occurred during the Renaissance
- Examine Renaissance art

Extensions:

- Informational writing assignments
- Creative writing assignments
- Differentiated texts
- ABC book

Remediation:

- Vocabulary lists
- Graphic organizers
- Differentiated texts

Instructional Methods:

- Large and small group instruction
- Guided and independent reading
- Learning stations
- Jigsaw activities

Materials & Resources:

- Textbook
- Various non-fiction sources
- Computers with approved internet sites
- Mimio lessons
- Videos

Assessments:

- **Diagnostic:**
 - warm-ups
 - pre-tests
 - informal observation
 - questioning
 - student surveys

- **Formative:**
 - warm-ups
 - informal observation
 - questioning
 - learning stations
 - quizzes
 - projects

- **Summative:**
 - writing projects
 - tests