

Curriculum Map (6th Social Studies)

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Month	Objectives/Learning Goals	Applicable State & National Learning Standards	Assessments
August	<p>Topic 1: Lesson 1: Explain how scientist use fossils and artifacts to draw conclusions about early humans</p> <p>Lesson 2: Discuss how we know the charactersitics of modern humans</p>	<p>SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.</p>	<p>At the end of each lesson, the students will have a quiz on that lesson. During the lessons, the students will complete projects that correspond with each lesson. At the end of the topic, the students will be assessed on all of the lessons covered in that topic. This will be taken as a test grade.</p>
September	<p>Topic 1: Lesson 3: Explain how humans learned to modify their environment</p> <p>Lesson 4: Explain how farming helped people develop specialized skills</p> <p>Lesson 5: Describe the enviromental factors that helped civilizations grow</p>	<p>SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.</p>	<p>At the end of each lesson, the students will have a quiz on that lesson. During the lessons, the students will complete projects that correspond with each lesson. At the end of the topic, the students will be assessed on all of the lessons covered in that topic. This will be taken as a test grade.</p>
October	<p>Topic 2: Lesson 1: Explain how civilization developed in Mesopotamia</p> <p>Lesson 2: Explain how Sargon formed the world's first empire in Mesopotamia</p> <p>Lesson 3: Explain how Assyrian armies conquered their vast empire</p>	<p>SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.</p>	<p>At the end of each lesson, the students will have a quiz on that lesson. During the lessons, the students will complete projects that correspond with each lesson. At the end of the topic, the students will be assessed on all of the lessons covered in that topic. This will be taken as a test grade.</p>
November	<p>Topic 2: Lesson 4: Describe how the Phoenicians spread their culure over a wide area</p> <p>Lesson 5: Explain how the Israelites belief in one God developed into a religion known as Judaism</p>	<p>SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity</p> <p>SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.</p>	<p>At the end of each lesson, the students will have a quiz on that lesson. During the lessons, the students will complete projects that correspond with each lesson. At the end of the topic, the students will be assessed on all of the lessons covered in that topic. This will be taken as a test grade.</p>

December	<p>Topic 2: Lesson 6: Explain the importance of the Hebrew Bible and the Commentaries in Judaism Lesson 7: Understand how early Judaism supported individual rulers and societies</p>	<p>SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras. SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.</p>	<p>At the end of each lesson, the students will have a quiz on that lesson. During the lessons, the students will complete projects that correspond with each lesson. At the end of the topic, the students will be assessed on all of the lessons covered in that topic. This will be taken as a test grade.</p>
January	<p>Topic 3: Lesson 1: Explain how Egypt's unique geography helped its civilization grow; Describe how a complex society developed in Egypt Lesson 2: Describe the impact of writing on Egypt; Identify the main features of Egyptian architecture and art</p>	<p>SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.</p>	<p>At the end of each lesson, the students will have a quiz on that lesson. During the lessons, the students will complete projects that correspond with each lesson. At the end of the topic, the students will be assessed on all of the lessons covered in that topic. This will be taken as a test grade.</p>
February	<p>Topic 3: Lesson 3: Explain how trade linked Egypt and neighboring lands; Analyze how the location of Kush helped its civilization grow; Summarize Kush's achievements</p>	<p>SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.</p>	<p>At the end of each lesson, the students will have a quiz on that lesson. During the lessons, the students will complete projects that correspond with each lesson. At the end of the topic, the students will be assessed on all of the lessons covered in that topic. This will be taken as a test grade.</p>
March	<p>Topic 3: Create a timeline for ancient Egypt and Kush; Design a map of ancient Egypt and Kush; Review Characteristics of Egypt and Kush: Middle, Old, and New Kingdom</p>	<p>SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.</p>	<p>At the end of each lesson, the students will have a quiz on that lesson. During the lessons, the students will complete projects that correspond with each lesson. At the end of the topic, the students will be assessed on all of the lessons covered in that topic. This will be taken as a test grade.</p>

<p>April</p>	<p>Topic 7: Lesson 1: Describe how geography affected Rome's growth; Analyze how the Etruscans and Greeks influenced Roman culture Lesson 2: Analyze why and how power was divided among different groups in the Roman republic; Describe how the Romans viewed the concept of citizenship Lesson 3: Describe the roles men and women held in Roman society; Understand how life differed for different classes of Romans</p>	<p>SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions. SS.G.2.6-8.LC: Explain how humans and their environment affect one another.</p>	<p>At the end of each lesson, the students will have a quiz on that lesson. During the lessons, the students will complete projects that correspond with each lesson. At the end of the topic, the students will be assessed on all of the lessons covered in that topic. This will be taken as a test grade.</p>
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