

## 6<sup>th</sup> Grade Curriculum Maps

GRAMMAR				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>Season One Review</b> Subject and verb, prepositional phrases, pronouns, articles/ adjectives/ nouns, adverbs	Label and diagram parts of speech (review)	What does an adverb modify? What words indicate a preposition? What are the personal, demonstrative, interrogative, and indefinite pronouns?	<b>SKILLS:</b> Identifying parts of speech and understanding uses of words through diagramming.	Week One
<b>Season One Review</b> Patterns, linking/helping verbs, Conjunctions/ Compounds.	Label and diagram parts of speech (review)	What pattern is being demonstrated? (N-V-N, N-V, N-V-N-N etc.) What type of conjunction/compound situation, exists?	<b>SKILLS:</b> Identifying parts of speech and understanding uses of words through diagramming.	Week Two
<b>Participial Phrases</b> Labeling and Diagramming sentences containing <i>participles</i> and <i>participle phrases</i> , as well as previously learned topics.	Students will identify past and present participles and participial phrases. They will locate the noun being modified, as well as understand the remaining jobs of all other words in the sentence.	What kind of participle is it? Past or present? Which noun is being modified?	<b>SKILLS:</b> Identifying parts of speech and understanding uses of words through diagramming.	Week Three
<b>Gerund Phrases</b> Labeling and Diagramming sentences containing <i>gerunds</i> and <i>gerund phrases</i> , as well as previously learned topics.	Students will identify gerunds and gerund phrases and tell their use in the sentence, as well as understand the remaining jobs of all other words in the sentence.	Which job is the gerund/phrase fulfilling? (subject, direct object, indirect object, etc.) Is the gerund/phrase acting as a noun or verb?	<b>SKILLS:</b> Identifying parts of speech and understanding uses of words through diagramming.	Week Four
<b>Infinitive Phrases</b> Labeling and Diagramming sentences containing <i>infinitives</i> and <i>infinitive phrases</i> , as well as previously learned topics.	Students will identify the infinitives/phrases within a sentence and determine if it's acting as an adjective, adverb, or noun, as well as understand the remaining jobs of all the words in the sentence.	Which job is the infinitive phrase doing? Adjective, adverb, or noun? Does "to" apply?	<b>SKILLS:</b> Identifying parts of speech and understanding uses of words through diagramming.	Week Five
<b>Appositive Phrases</b> Labeling and Diagramming sentences containing <i>appositive phrases</i> , as well as previously learned topics.	Students will identify the appositive phrases in a sentence by determining which noun or pronoun is being renamed and will understand the remaining jobs of all the other words.	Which noun or pronoun is being renamed?	<b>SKILLS:</b> Identifying parts of speech and understanding uses of words through diagramming.	Week Six

## 6<sup>th</sup> Grade Curriculum Maps

### GRAMMAR CONT.

UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>Adjective Clauses</b> Labeling and Diagramming sentences containing <i>adjective clauses</i> , as well as previously learned topics.	Students will first differentiate between independent and dependent clauses, and then identify adjective clauses within a sentence by locating introductory words and/or relative pronouns (who, whom, whose, which and the “implied” that).  Students will also understand the remaining jobs of all other words in the sentence.	Which noun or pronoun is being modified? What job is the relative pronoun fulfilling? (subject, direct object, object of the preposition, etc.)	<b>SKILLS:</b> Identifying parts of speech and understanding uses of words through diagramming.	Week Seven
<b>Adverb Clauses</b> Labeling and Diagramming sentences containing <i>adverb clauses</i> , as well as previously learned topics.	Students will identify adverb clauses in a sentence by asking if questions to “how”, “when”, “where”, or “why”, are being answered, or by spotting subordinate conjunctions. Students will also understand the remaining jobs of all other words in the sentence.	Which word(s) are being modified? What question is being answered? (how, when, where, or why?)	<b>SKILLS:</b> Identifying parts of speech and understanding uses of words through diagramming.	Week Eight
<b>Noun Clauses</b> Labeling and Diagramming sentences containing <i>noun clauses</i> , as well as previously learned topics.	Students will identify the noun clauses in a sentence and tell its use, as well as understand the remaining jobs of all other words in the sentence.	What job is the noun clause fulfilling? (subject, direct object, indirect object, predicate nominative, or object of the preposition?)	<b>SKILLS:</b> Identifying parts of speech and understanding uses of words through diagramming.	Week Nine

## 6<sup>th</sup> Grade Curriculum Maps

LANGUAGE ARTS				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>Fiction</b> General Fiction "Rikki-tikki-tavi" by Kipling	Students will learn about general fiction terms, and focus on setting, plot, characters, conflict, point of view, and theme.	What is fiction? What are the elements of fiction? How can we identify fictional elements?	<b>SKILLS:</b> Define, Identify, and Analyze the Elements of Fiction <b>PROJECT:</b> Fiction Short Story	September
<b>Nonfiction</b> General Nonfiction	Students will focus on the text features of non-fiction (glossary, boldface terms, headings, etc.) They will also discuss different types of non-fiction texts and the author's purpose for writing them.	What is nonfiction? What are the traits of nonfiction texts?	<b>SKILLS:</b> Identify and Analyze Nonfiction Elements Writing a Paragraph Descriptive Writing <b>PROJECT:</b> Descriptive Essay	First three weeks in October
<b>Mythology</b> Greek Mythology Various Greek Myths	Students will choose a god or goddess to research. As a class, they will also be reading a variety of Greek myths.	What is a myth? What are the traits of a myth? Why were myths such an important part of Greek culture?	<b>SKILLS:</b> Research Writing a Bibliography <b>PROJECT:</b> Greek Mythology	End of October through November
<b>Ancient Greece</b> Homer <i>The Iliad</i> <i>The Odyssey</i>	Students will learn about ancient epics and heroes and how those stories have influenced many modern books and movies. Then we will read <i>The Iliad</i> and <i>The Odyssey</i>	What is an epic? How are ancient epics related to modern stories?	<b>SKILLS:</b> Character and Plot Analysis Literal vs. Figurative Language <b>PROJECT:</b> <i>Iliad</i> Cause/Effect Essay <i>Odyssey</i> Group 3D Map	December and January
<b>Shakespeare/ Ancient Rome</b> <i>Julius Caesar</i>	Students will read and act out Shakespeare's play <i>Julius Caesar</i> . They will study features of Shakespeare's tragedies and compare the play to historical accounts of Caesar's life. They will compare the play to the movie.	What is a play/tragedy? What are the traits of a Shakespearean tragedy? How can we learn to read Shakespeare?	<b>SKILLS:</b> Inferring Meaning Identify Key Scenes Persuasive Writing <b>PROJECT:</b> Persuasive Essay	February and March
<b>Poetry</b> Selected Poems	Students will study select famous poets and their works. They will gain understanding of the poems through study and application of the elements of poetry.	What is poetry? What are the elements of poetry? How have poets influenced U.S. culture?	<b>SKILLS:</b> Analyzing elements of poetry Interpreting meaning/tone <b>PROJECT:</b> Poetry Portfolio	April
<b>Tudor England</b> <i>The Prince and the Pauper</i>	Students will study Tudor England through <i>The Prince and the Pauper</i> , and focus on the gap between the rich and poor, and how Mark Twain satirizes the wealthy.	What is historical fiction? What can we learn about Tudor England? How does Mark Twain contrast the lifestyles of the people of Tudor England?	<b>SKILLS:</b> Analyzing character growth <b>PROJECT:</b> Compare and Contrast Essay	May and June

## 6<sup>th</sup> Grade Curriculum Maps

<b>MATH</b>				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS ACQUIRED	APPROX. TIMELINE
<b>Number and Operation</b>	Locate and Compare Numbers Equivalence and Representation Factors and Primes Ratios and Rates Multiplication and Division Percent Estimation and Problem Solving Common Factors and Common Multiples	How to illustrate and represent relationships of equivalence Whole numbers can be represented as a product of factors with exponents Understanding percents Whole numbers and prime factorization Dividing the numerator and denominator by their greatest common factor Using the lowest common denominator to add or subtract fractions Ratios expressions and relationships How fractions, percent, and decimals represent rational numbers	<b>SKILLS:</b> Number Line Coordinate Grid Percent Equivalence: Fractions, Percent, and Decimals Factors and Prime Factors Common Factors and Common Multiples Rates, Ratios, Fractions & Percent Multiplication and Division with Fractions Estimation Real World Problem Solving	Yearlong Spiral
<b>Algebra</b>	Representations of Relationships Equivalent Expressions Solving Equations	Patterns have a central component of change, repetition, or extension Contextual situations, patterns of change and the construction of a function Algebraic and numerical expressions How to use variables	<b>SKILLS:</b> Variables Properties Represent Using Equations and Inequalities	Yearlong Spiral
<b>Geometry and Measurement</b>	Measurement of Polygons and Prisms Angles and Intersecting Lines Angles in Geometric Figures Converting and Estimating Measurements Complementary, Supplementary, Right, Straight, Adjacent and Vertical	Deriving and justifying area formulas Perimeter and area of irregular figures Extending 2-D figures to 3-D figures Formulas for surface area and Observing patterns in measured data Cause and effect relationships of angles Solving problems with angle relationships Relationships between angles in a triangle How to use triangles to solve for missing angles in other polygons	<b>SKILLS:</b> Volume and Surface Area of a Prism Area of a Quadrilateral Perimeter and Area of Irregular Figures Angles of a Triangle Interior Angles of a Polygon Conversions within Measurement Systems Estimating Measurements	Yearlong Spiral
<b>Data Analysis and Probability</b>	Sample Space Probability and Experiments	The formal understanding of probability starts and determining possible outcomes Visually describe and represent sample space (tree diagram, table, picture) Foundations of probability Probability can be described as a measure of certainty ranging from 0 to 1.	<b>SKILLS:</b> Sample Space Probability of an Event Theoretical Probabilities Experimental Probabilities Probabilities of Compound Events	Yearlong Spiral

## 6<sup>th</sup> Grade Curriculum Maps

MUSIC				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>1 – Music Elements</b> Rhythm Dynamics Form Timbre Texture	Rhythm compositions Dynamic map of Mozart's <i>Requiem</i> Form composition and listening exercises Timbre vs. Texture compare and contrast body percussion practice	How is music organized? What makes music exciting and interesting?	<b>SKILLS:</b> Knowledge of the musical elements, composition practice	3 weeks
<b>2 – STOMP</b> Composition	Group composition project based on STOMP, with students bringing their own instruments, and composing, choreographing, and performing their own work.	How are the musical elements used to create music?	<b>SKILLS:</b> Composition, collaboration  <b>PROJECT:</b> Group composition project	3 weeks
<b>3 – American Genres</b> Blues March Ragtime Jazz	Blues song composition and performance Listening activity with <i>The Stars and Stripes Forever</i> Syncopation rhythm activity Jazz composer presentation project	What types of music originated from the United States? Which musicians were influential in the development of American music?	<b>SKILLS:</b> Performance, analysis, and comparison of music Lyric writing  <b>PROJECT:</b> American Genre Poster	

## 6<sup>th</sup> Grade Curriculum Maps

PHYSICAL EDUCATION			
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS ACQUIRED
<b>Team Building</b> Working Together Problem Solving Critical Thinking	Survivor Island Battleship Radioactive River Trust activities	Will the students be able to respond to adverse situations?	<b>SKILLS:</b> Demonstrate working together <b>PROJECTS:</b> Participate in team building activities.
Ultimate Frisbee Rules Game Play	Throw / Catch Strategies / Technique Offense / Defensive	What are the benefits to having rules and how do they affect your safety? What is the name of the long throw at the beginning of the game?	<b>SKILLS:</b> Demonstrate throw and catch. Apply game rules and strategies. <b>PROJECTS:</b> Participate using socially acceptable behavior
Flag Football Rules Game Play	Throw / Catch Strategies / Technique Offense / Defensive	How is teamwork and communication implemented in football? What lessons can students learn by observing football?	<b>SKILLS:</b> Demonstrate throw and catch. Apply game rules and strategies. <b>PROJECTS:</b> Participate using socially acceptable behavior
<b>Fitness Assessment</b>			
Soccer Rules Game Play	Positions Strategies / Technique	What is the importance of spatial awareness on the field? How is teamwork and communication used in soccer?	<b>SKILLS:</b> Dribbling, passing, and receiving <b>PROJECTS:</b> Participate using socially acceptable behavior
Badminton Rules Game Play	Hitting with racquets Positions Scoring Strategies / Technique	What is the history of Badminton? Where did it originate?	<b>SKILLS:</b> Serving and hitting the birdie, using strategies <b>PROJECTS:</b> Participate using socially acceptable behavior.
<b>Team Handball</b> Rules Game Play	Dribble Goal Keeping Throw / Catch Pass / Shoot	How does physical education improve and balance my life? What is the difference from offense and defense?	<b>SKILLS:</b> Demonstrate throw and catch. Apply game rules and strategies. <b>PROJECTS:</b> Participate using socially acceptable behavior.
<b>Fitness Circuits</b> Dumbbells Jump Rope Resistance Bands Stretching Cardio	Target heart rate Form and technique Partner push-ups with basketballs Partner weave	How to calculate your resting heart rate? How to label essential muscles in the body. How to calculate your target heart rate.	<b>SKILLS:</b> Demonstrate proper form and technique Improve strength of body Increase body awareness Improve flexibility <b>PROJECTS:</b> Participate in fitness circuits that improve strength, flexibility and cardiovascular performance.
<b>Yoga</b> Technique Balance	Proper stretching Injury prevention Core strength	How does improving flexibility prevent injuries? What are ways to relieve stress?	<b>SKILLS:</b> Demonstrate yoga pose or stretching pose and participate in stretching. <b>PROJECTS:</b> Participate in yoga, stretching understanding
<b>Broomball</b> Rules Game Play	Goal Keeping Pass / Shoot Offense / Defensive	How does physical activity improve and balance life? What is the difference between offense and defense?	<b>SKILLS:</b> Demonstrate maneuvers with the broomball stick, the ball and knowledge of game rules and strategies <b>PROJECTS:</b> Participate using socially acceptable behavior

## 6<sup>th</sup> Grade Curriculum Maps

### PHYSICAL EDUCATION cont.

UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS ACQUIRED
<b>Floor Hockey</b> Rules Game Play	Stick handling Stick passing Strategy Game play	How does movement and being active impact my day? How does hand-eye coordination affect your ability to play floor hockey? How does aerobic and endurance training create the ability to participate in life long activities?	<b>SKILLS:</b> Passing and receiving using a hockey stick with puck or street hockey ball <b>PROJECTS:</b> Participate using socially acceptable behavior
<b>Basketball</b> Rules Game Play	Dribbling / Shooting Defense Strategy	How does understanding court positions impact play? Why is defense important in basketball?	<b>SKILLS:</b> Dribble, lay up, jump shot, defense <b>PROJECTS:</b> Participate using socially acceptable behavior
<b>Volleyball</b> Rules Game Play	Forearm pass Set / Serve Overhand hit Court positions	How does movement and being active impact my day?	<b>SKILLS:</b> Demonstrate bump, set, serve, overhand hit, tip, and court positions <b>PROJECTS:</b> Participate using socially acceptable behavior.
<b>Pickleball</b> Rules Game Play	Volley Rally scoring Drop shot Backhand / Forehand	What games are similar to this? How can you challenge yourself to give your best effort?	<b>SKILLS:</b> Have the students be able to use their skills learned and apply them to a partner game of pickleball. <b>PROJECTS:</b> Participate using socially acceptable behavior
<b>Fitness Testing</b>			
<b>Classic Games</b> Bean Bag Toss Can Jam Frisbee Golf Bocce Ball	Participate in lifelong skill games that they will be able to play in the summer	How will students incorporate math while keeping score of the game?	<b>SKILLS:</b> Basics motions of tossing and aiming for targets <b>PROJECTS:</b> Play games with peers without direct instruction
<b>Softball</b> Rules Game Play	Throw / Catch Positions Strategies	Can you compare and contrast the difference between softball and baseball?	<b>SKILLS:</b> Fielding, batting, pitching <b>PROJECTS:</b> Develop a batting order that's fair for both sides.
<b>Archery</b> Target Bow and Arrow	Nock Recurve Safety Dominant Eye/Hand	What are the basics steps in preparing a bow and arrow? Can the students successfully and safely hit a target?	<b>SKILLS:</b> Aiming, Pulling, Nock, Basic Steps. <b>PROJECTS:</b> The students will have an opportunity to aim for their own target.
<b>Week on Wheels</b>	Students will have the chance to bring in non-motorized equipment from home that has wheels	Will the students take on the proper steps involved in wheel safety while being engaged in outdoor activities with their equipment? Learn more about the history of cycling and more safety precautions involved in competitive cycling	<b>SKILLS:</b> Toss, Accuracy, learning basics motions of tossing and aiming for targets. <b>PROJECTS:</b> Play games with peers without direct instruction
<b>Content/Game Review</b>	Choice of content	Engage in activities enjoyed most throughout the year	

## 6<sup>th</sup> Grade Curriculum Maps

SCIENCE				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>1. Scientific Method, Tech Design, Data Collection, and Graph</b> Observation Solving Problems Tech Design Process Data Survey Excel Graphing	Students will outline the steps necessary to solve a problem. They will learn the difference between qualitative and quantitative observations as well as making strong hypothesis statements. Students will also learn the steps of building new technology and what needs to be done before it can be integrated into society.	How can we develop a solution to a societal problem? How can we observe things differently? What are the steps of the Scientific method? What are the steps of the Technological Design process? How do trade-offs and constraints play a role in designing something?	<b>SKILLS:</b> Writing observations and hypothesis with purpose Understand processes and following steps <b>PROJECT:</b> Observation Box Lab Why they fell? (case study 9/11) Flip Lab Water Droplet Lab Survey Lab	September 2 weeks
<b>2. Matter</b> Changes of State Matter Behavior Atoms Elements	Students will learn the three major states of matter and their behaviors while in those states in terms of volume, pressure, and temperature. Students will learn to read and pull information from a periodic square and make an atomic model of an element.	What are the three major states of matter? What state of matter would Jello fall under? What information can be obtained by a periodic square?	<b>SKILLS:</b> Correlations, units of measure, and reasoning/debate <b>PROJECT:</b> The Great Jello Debates Atomic Model Project	September 2 Weeks
<b>3. Acid, Bases, and Solutions</b> pH Solution Types Concentration Solubility	Students will be able to read and use the pH scale. They will explore what makes solutions different based on the solute and solvents. They will associate temperature to the changing of solubility.	What does pH stand for? How do we read a pH scale? How does solubility change with temperature?	<b>SKILLS:</b> Reading scales, correlations <b>PROJECT:</b> Concentration Lab Solubility Egg Lab What is that? Lab	October 2 Weeks
<b>4. Motion</b> Acceleration Graphing Motion SI Units Speed and Velocity	Students will learn about the units of motion. They will identify the different features of acceleration, speed, and velocity. Students will participate in a graphing challenge to give them plenty of practice visualizing the motion of everyday objects and events.	How do you graph between speed/time and distance/time What is the SI unit of distance, time, speed, etc? What is the difference between a speed and velocity reading?	<b>SKILLS:</b> Graphing, understanding units, correlation of characteristics of motion. <b>PROJECT:</b> Graphing Motion Challenge	October – November 3 Weeks

## 6<sup>th</sup> Grade Curriculum Maps

SCIENCE cont.				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>5. Forces</b> Force Diagrams Friction Gravity Freefall Laws & Principles	Students will have intense practice of force vector diagramming. We will explore the forces involved in movement, friction, gravity, freefall, momentum, etc. Students will visit Newton's, Archimedes', Bernoulli's, and Pascal's principles as well as the SI Units associated with each.	What are the parts of a force vector diagram? What are Newton's three laws? How did Archimedes make the discovery of volume and buoyancy? How does Bernoulli's principle affect our current air travel? What technologies use Pascal's principle? What are the SI units?	<b>SKILLS:</b> Diagramming forces, understanding units of measure, addition and subtraction, <b>PROJECT:</b> Friction Lab Physics Force Field Trip	November – December 5 Weeks
<b>6. Work and Power</b> Work Power Simple Machines Efficiency Mechanical Advantage	Students will explore how we work. We explore how much power the students can generate as well as learn about how some simple technologies help make work easier.	What is work? What is power? What are the SI units? What are the classifications of simple machines? How can we calculate a machine's mechanical advantage and efficiency?	<b>SKILLS:</b> Calculations, understanding units of measure <b>PROJECT:</b> Work/Power Lab	January 3 Weeks
<b>7. Energy</b> Types of Energy Energy Transformation Temperature Scales Using Electricity Circuits	Student will learn the various types of energy that exists in the world. They will use this knowledge to look at common objects and diagram how they use and change energy from one form to another.	How do we read a pH scale? How does solubility change with temperature?	<b>SKILLS:</b> Real-life connection, visualization, understanding units of measure <b>PROJECT:</b> Everyday Items Lab Circuits Lab	February 3 Weeks
<b>8. Waves, Hearing, and Sound</b> Human Hearing Vocals Wave Features Doppler Effect Speed of Sound	Students will explore how sound interacts with the world around it. They will practice identifying features of sound waves, such as Amplitude, pitch, frequency. Students will learn how human hearing and vocal cords function.	What are the parts of the ear? How do humans make sound? What common features does each wave have? What is the Doppler Effect? What is the speed of sound?	<b>SKILLS:</b> Understanding units of measure, correlations and connection to life experiences <b>PROJECT:</b> Making Music Lab	February – March 4 Weeks
<b>9. Science Fair</b>	Students will participate in the annual school Science Fair.		<b>SKILLS:</b> Time management, research skills, presentation and writing ability <b>PROJECT:</b> Science Fair	End of March

## 6<sup>th</sup> Grade Curriculum Maps

SCIENCE cont.				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>10. Electromagnetic spectrum</b> EMS Scale Light Color Wireless Technology Cell Phones GPS	Students will explore how we are able to see things in the world. We also explore the waves that we cannot see. Students learn where visible light and colors fall on this scale as well as cell phone waves. We explore technologies that utilize these waves.	What is the EMS? How can we remember the order of light colors on the spectrum? What comes above and below light on this spectrum? How does a GPS work?	<b>SKILLS:</b> Scales <b>PROJECT:</b> GPS - Geocaching	April 1 Week
<b>11. Engineering: Careers and Flight</b> Engineering Career Opportunities Bernoulli Olympics	Students will research the wide variety of engineering positions available in many different fields of study. Then students will take on their first engineering project to build a PFO (Paper Flying Object) to compete in several events.	*Student Led Inquiry*	<b>SKILLS:</b> Solving problems, engineering process, research <b>PROJECT:</b> Engineering Career Presentation Bernoulli Olympics	April 2 Weeks
<b>12. Engineering: Bridges</b> Historical Timeline of Bridge Building Bridge Vocabulary 35W Bridge	Students will explore how bridges changed the world throughout the years. They will learn the various styles of bridges and their advantages, techniques to build bridges and then build one themselves.	*Student Led Inquiry*	<b>SKILLS:</b> Money management, time management, delegation of group tasks, engineering experience, solving problems etc. <b>PROJECT:</b> Bridge Building Competition	May – June 6 Weeks

## 6<sup>th</sup> Grade Curriculum Maps

SOCIAL STUDIES				
UNIT NAME	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>Geography Skills</b> Spatial sense: working with maps, globes, and other geographic tools Great deserts of the world Maps skills Continents, major oceans	How to read maps and globes using longitude and latitude, coordinates, degrees Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature Climate zones: Arctic, Tropic, Temperate Time zones (review): Prime Meridian, Greenwich, England, International Date Line Arctic Circle and Antarctic Circle	How does geography influence lifestyle and point of view? How do geography, climate, and resources affect the way people live and work? What story do maps and globes tell? What makes places unique and different? How do maps and globes reflect history, politics, and economics?	<b>SKILLS:</b> Geospatial Skills Human Systems “TODALSS” map creation	1st quarter September Weeks 1-3 3.0 weeks
<b>Minnesota History</b> Indigenous People of Minnesota Minnesota’s involvement in the Civil War Minnesota History	Regional tensions around economic development, slavery territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations’ territory and continuing conflict over racial relations	Compare and contrast the Dakota and Anishinaabe nations prior to 1800 and their their interactions with each other Identify the key events, individuals and groups involved in Minnesota becoming a state Describe how the debate over slavery and abolition played out in Minnesota	<b>SKILLS:</b> MN Statehood Causes of Civil War <b>PROJECTS:</b> Minnesota History Project	1st quarter Sept-Oct Weeks 4-8 3.5 weeks
<b>Judaism &amp; Christianity (+Chapter 12: Islamic World)</b> Judaism: 2000 BC- AD 70 Christianity: 0-600 AD Islam: 550-1650 AD	Judaism: central ideas and moral teachings Torah, monotheism The idea of a “covenant” between God and man Concepts of law, justice, and social responsibility: The Ten Commandments Christianity: central ideas and moral teachings New Testament The Sermon on the Mount and the two “great commandments” Islamic World: Muhammad introduces a major world religion in Mecca Sacred texts: Qur’an and Sunnah Islamic empires and achievements	Students will understand the place of religion and religious ideas in history, and become aware of where those ideas originated.	<b>SKILLS:</b> Identifying Short and Long-term Effects Interpreting Charts and Tables	1st Quarter  2nd Quarter
<b>Ancient Greece &amp; Rome</b> Ancient Greece (2000-500 BC) Ancient Rome (753 BC- AD 1453)	Ancient Greece Beginnings of democratic government The “classical” ideal of human life Socrates, Plato and Aristotle Alexander the Great Ancient Rome The Roman Republic Julius Caesar, Augustus Caesar Christianity under the Roman Empire The “decline and fall” of the Roman Empire	How does geography influence lifestyle and point of view? How do geography, climate, and natural resources affect the way people live and work? What story do maps and globes tell? What makes places unique and different? How do maps and globes reflect history, politics, and economics?	<b>PROJECTS:</b> Interpreting Culture Maps Interpreting Timeines <b>PROJECTS:</b> Exploring Ancient Rome	2nd Quarter

## 6<sup>th</sup> Grade Curriculum Maps

### SOCIAL STUDIES cont.

UNIT NAME	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>Enlightenment</b> The Enlightenment (1650-1800)	Faith in science and human reason, as exemplified by Isaac Newton and the laws of nature Descartes: "cogito ergo sum" Two ideas of "human nature": Thomas Hobbes and John Locke Influence of Enlightenment on the US's beginnings	What impact did the Enlightenment have in Europe and the Americas?	<b>SKILLS:</b> Understanding continuity and change	2nd Quarter
<b>French Revolution &amp; Romanticism</b> The French Revolution (1789-1799) Romanticism (1800-1850)	The French Revolution Influence of Enlightenment and the English Revolution on revolutionary movements in America and France The Old Regime in France The social classes: the three Estates "Liberty, Equality, Fraternity" Reign of Terror: "Committee of Public Safety" Napoleon Bonaparte and the First French Empire Romanticism Beginning in early nineteenth century Europe, Romanticism refers to the cultural movement characterized by: The rejection of Classicism	The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. The student develops an awareness of the price paid for freedom. The student recognizes what happens when people lose sight of their purpose.	<b>SKILLS:</b> Historical thinking skills Comparing historical texts	2nd Quarter 3rd Quarter
<b>Industrialism, Capitalism, &amp; Socialism</b> Industrialism (1760-1840) Capitalism and Socialism	The Industrial Revolution Beginnings in Great Britain Revolution in transportation, textiles Iron and steel mills The early factory system Capitalism Adam Smith: laissez faire vs. gov't intervention Law of supply and demand Growing gaps between social classes Socialism An alternative to capitalism Public ownership of large industries, transport, banks, etc., and more equal distribution of wealth Marxism: the Communist form of Socialism	How did the Industrial Revolution transform the world? How did the Industrial Revolution effect how and where people lived? Compare and contrast the social and economic effects of Socialism and Capitalism.	<b>SKILLS:</b> Understanding supply and demand	3rd Quarter

## 6<sup>th</sup> Grade Curriculum Maps

### SOCIAL STUDIES cont.

UNIT NAME	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>Independence for Latin America</b> Independence for Latin America (1800-1920)	Latin American Independence Movements Haitian Revolution Toussaint L'Ouverture Mexican revolutions Santa Anna vs. the United States Benito Juárez Simon Bolivar José de San Martín New nations in Central America Brazilian independence from Portugal	What were the causes and effects of the Latin American revolutions?	<b>SKILLS:</b> Analyzing Economic Effects	3rd Quarter
<b>Immigration</b> USA Immigration (1830-1920)	Waves of new immigrants from ~1830 onward Great migrations from Ireland (potato famine) and Germany From about 1880 on, many immigrants arrive from southern and eastern Europe. Immigrants from Asian countries Large populations of immigrants settle in major cities The tension between ideals and realities The metaphor of America as a "melting pot" America perceived as "land of opportunity" vs. resistance, and "nativism" discrimination	The student develops an awareness of maps, globes, graphs, charts, models, and databases to answer geographic questions. The student understands relationships that exist among world cultures. The student understands and supports responses to various types of texts.	<b>SKILLS:</b> Analyzing stereotypes and bias in history Evaluating sources	3rd Quarter
<b>Industrialization &amp; Urbanization in America</b> American Industrialization and Urbanization (1850-1900)	The post-Civil War industrial boom The "Gilded Age" The growing gap between social classes Horatio Alger and the "rags to riches" story Urban corruption The condition of labor Factory conditions: "sweat shops," long work hours, low wages, women and child laborers Unions Influence of big business: industrialists and capitalists "Free enterprise" vs. gov't regulation of business	Students recognize that societies are diverse and have changed over time. Students understand how different economic systems impact decisions about the use of resources of production and distribution of goods and services. Students appreciate human movement by understanding major patterns of domestic and international migration and frictions that develop between groups.	<b>SKILLS:</b> Analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced MN's economy from 1860 to 1920.	4th Quarter

## 6<sup>th</sup> Grade Curriculum Maps

### SOCIAL STUDIES cont.

UNIT NAME	UNIT CONTENT	ESSENTIAL UNDERSTANDINGS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>Reform in Industrial America</b> Reform (1840-1930)	Reform Populism Discontent and unrest among farmers The gold standard vs. "free silver" William Jennings Bryan The Progressive Era "Muckraking"	Understand the political, social, and cultural consequences of organized group protest Understand how Progressives and other reformers addressed problems of industrial capitalism urbanization, and political corruption Understand the social atmosphere in the US that encouraged a desire for change Understand connections between present-day issues and events, and changes that occurred in the US in the late 19 <sup>th</sup> and early 20 <sup>th</sup> Centuries	<b>SKILLS:</b> Understanding Historical interpretation	4th Quarter
<b>Mesopotamia, Egypt &amp; Kush</b> Mesopotamia and the Fertile Crescent (7000-500 BC) Ancient Egypt and Kush (4500 BC – AD 400)	The world's first civilizations developed in Asia and Africa after people learned how to farm. These civilizations began in river valleys, which were perfect places to grow crops.	How did geography influence the development of civilization in Southwest Asia? How was the success of the Egyptian civilization tied to the Nile River?	<b>SKILLS:</b> Assessing Primary and Secondary Sources Interpreting Physical Maps <b>PROJECTS:</b> Create a 3D model of a Mesopotamian ziggurat	4th Quarter
<b>Civilization in India &amp; China</b> Ancient India (2300 BC – AD 500) Ancient China (1600 BC – AD 1)	Two of the earliest civilizations of the ancient world arose in India and in China. In both of these places, river valleys provided the setting for the development of civilization. The Indians and Chinese built large empires and many advances in science, art and learning.	How do India's rich history and culture affect the world today? How do the people, events and ideas that shaped ancient China continue to influence the world?	<b>SKILLS:</b> Interpreting Diagrams Socratic Circles with The Shiji <b>PROJECTS:</b> Students will create Rangoli art used in Indian Hindu Festivals	4th Quarter
<b>The Early Americas</b> The Early Americas (500 BC- AD 1537)	The Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900s The strong Aztec Empire founded in central Mexico in 1325 lasted until the Spanish conquest in 1521. The Incas controlled a huge empire in S. America.	What led to the development of complex societies in the Americas?	<b>SKILLS:</b> Analyzing Economic Effects	4th Quarter

## 6<sup>th</sup> Grade Curriculum Maps

TRIVIUM				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>Introduction and Overview</b> What is Logic? What is critical thinking?	Socratic Dialogue Critical Thinking Problem Solving Estimation	What will I learn in this class? What is Logic? What is Informal Logic? Why do we teach Logic? How will I apply Logic to my daily life?	<b>SKILLS:</b> Compare and Contrast the difference between informal and formal logic and how students can use them. Critical thinking, problem solving, estimation, building a reasonable hypothesis. <b>PROJECT:</b> Fermi Problems Ice Man Crime Scene Investigation	Week 1-3 of the quarter
<b>Philosopher Essay</b> Major Philosophers	A 5 paragraph theme, outlining the life and achievements of a famous philosopher MLA format Research Skills	Who are the ancient philosophers? Why are their ideas still important?	<b>SKILLS:</b> Research Bibliography Summarizing <b>PROJECT:</b> Five-paragraph essay	Weeks 4-6 of the quarter
<b>Philosopher Fair</b> Major Philosophers	A brief biography Famous quote Major works Picture Timeline/years alive Bibliography	Why are they famous in the world of Logic and Philosophy? What IDEA or PROCESS did they come up with? How do I engage the audience?	<b>SKILLS:</b> Research Speech Writing Oral Presentation <b>PROJECT:</b> Philosopher Fair (research poster and class presentation)	Weeks 7-9 of the quarter
<b>Progymnasmata</b> Creative Writing	Learning about classical writing formats such as fables and parables.	Why did Aesop use animals in his stories? What is a parable? How do stories express a moral?	<b>SKILLS:</b> Creative writing structure <b>PROJECT:</b> Weekly writing challenges	Fridays

## 6<sup>th</sup> Grade Curriculum Maps

VISUAL ARTS				
UNIT NAME & TOPICS	UNIT CONTENT	ESSENTIAL QUESTIONS	SKILLS ACQUIRED / MAJOR PROJECTS	APPROX. TIMELINE
<b>Classical Art</b>	In this unit the students will look at artwork of the ancient Greeks and Romans. Students will be able to compare and contrast the two styles.	How does Classical architecture show balance?	<b>SKILLS:</b> Use a ruler to create symmetry in a column. <b>PROJECT:</b> Recreate the different styles of columns and create a unique column in your own style	1 week
<b>Gothic Art</b>	In this unit students will review the religious inspiration and characteristic features of Gothic cathedrals.	What are the characteristics of stained glass windows?	<b>SKILLS:</b> Watercolor painting <b>PROJECT:</b> Create an original work in this style	1 week
<b>The Renaissance</b>	In this Unit students will compare and contrast two Renaissance masters and learn about the use of one point perspective.	How did the artists of the Renaissance show depth in their artwork?	<b>SKILLS:</b> One-point perspective <b>PROJECT:</b> Create a one point perspective to create a room or hallway	1 week
<b>Baroque Period</b>	In this unit student will learn the use of light and shadow to create emotional expression.	How does the use of light affect the mood of the paintings?	<b>SKILLS:</b> Color (the use of value) <b>PROJECT:</b> Recreate a masterpiece using oil pastels	1 week
<b>Rococo Period</b>	In this Unit students will be able to note the decorative and “pretty” nature of the artworks during the Rococo Period.	How do the delicate pastel colors in Rococo Art help to depict “The pleasures of life?”	<b>SKILLS:</b> Using color and line to depict a mood <b>PROJECT:</b> Create a picture showing a happy or fun scene by using colors and lines to depict this mood.	1 week
<b>Neo-Classical Period</b>	In this unit the students will learn how the neo-classical style revives and borrows from classical forms and styles.	What elements of Classical art are repeated in Neo-Classical art?	<b>SKILLS:</b> Balance <b>PROJECT:</b> Create a poster encouraging students to be good citizens	1 week
<b>Romantic Period</b>	Students will learn about the bold, expressive, emotional style of the Romantic Period	Why did artists of the Romantic Period reject the styles of the Neo-Classical period?	<b>SKILLS:</b> Foreground, middle ground, background, landscape <b>PROJECT:</b> Create a landscape showing FG, MG and BG	1 week
<b>Realism</b>	The students will learn about the styles of art depicted in the Realism Period.	What qualities were important to Realist painters?	<b>SKILLS:</b> Value, form, shading, contour <b>PROJECT:</b> Create a realistic portrait	2 weeks