

Grade 6 Social Studies Pacing & Resources

Grade 6	
Month	Unit/Ch
Sept	Unit 1: The Foundations of History Introduction: 1 day Ch. 1: 1 day Ch. 2: 1 day *Minecraft: 3 days*
Oct	Ch. 3: 1 day Ch. 4: 1 day Unit 2: The Rise of Civilization Ch. 5: 1 day Ch. 6: 2 days Ch. 7: 2 days Ch. 8: 1 day Ch. 9: 2 days Ch. 10: 2 days RST 1: 1 day (Q1 report card)
Nov	Unit 3: Ancient Egypt and the Middle East Ch. 11: 1 day Ch. 12: 3 days Ch. 13: 3 days Cn. 14: 2 days
Dec	Ch. 15: 1 day Ch. 16: 2 days RST 2: 1 day (Q2 report card) Unit Completion: 1 day
Jan	Unit 4: Ancient India Ch. 17: 1 day Ch. 18: 2 days Ch. 19: 1 day Ch. 20: 1 day Ch. 21: 1 day Ch. 22: 3 days Unit Completion: 1 day
Feb	Unit 5: Ancient China RST 3: 1 day Ch. 23: 1 day Ch. 24: 2 days Ch. 25: 1 day Ch. 26: 2 days Ch. 27: 2 days
Mar	Ch. 28: 2 days Unit Completion: 2 days Unit 6: Ancient Greece Ch. 29: 1 day Ch. 30: 2 days Ch. 31: 2 days Ch. 32: 1 day Ch. 33: 2 days

Apr	Ch. 34: 1 day Ch. 35: 3 days Unit Completion: 2 days Unit 6: Ancient Rome Ch. 36: 1 day		
May	Ch. 37: 2 days Ch. 38: 2 days Ch. 39: 2 days Ch. 40: 1 day Ch. 41: 1 day		
June	Ch. 42: 3 day		
Total	42 ch, 7 Units		

Specifics/ Resources Below

NJ Curriculum Mandates: [Galloway Teacher Resource Crosswalk](#)

Grade 6

Month	Unit/Ch	Lesson Pacing	Newsela	Flocab
Sept (10 days)	Unit 1 Foundations of History Ch. 1-2	Non-switch days (1-2) Get to know your SS students (1 day) Ch 1: Investigating the Past Through Inquiry (1 day) Ch. 2: Themes of World History (1 day) *Minecraft (3 days) *Start Strong Assessment* 1 day	-Early Humans and the Rise of Civilization Collection (Lesson 2 not included in collection)	
	Acceleration Ch. 1: Eliminate Stations To give students a quicker sampling of cave art and artifacts, set up only Stations A, C, and E. Before the activity, place students in groups of three. Ch. 2: Complete preview assignment, reading of section 1, and section 1 reading notes Ch. 3: To reduce the amount of reading, divide the class into groups and assign each group one of the early hominins from Sections 1-4.			
Month	Unit/Ch	Lesson Pacing	Newsela	Flocab
Oct (13 days)	Unit 2 The Rise of Civilization Ch. 3-10	Ch. 3: Early Hominins (1 day) Ch. 4: From Hunters and Gatherers to Farmers (1 day) Ch. 5: The Rise of Sumerian City-States (1 day) Ch. 6: Ancient Sumer (2 days) Ch. 7: Exploring the Four Empires of Mesopotamia (2 days) Ch. 8: Ancient Persia and it's Context (1 day) Ch. 9 The Achievements of Ancient Persia (2 days) Ch. 10: Early Civilizations in the Americas (2 days) RST 1 (1 day)	Early Humans and the Rise of Civilization Collection (Lessons 8-10 not included in collection)	-The Fertile Crescent -Hammurabi's Code
	Ch. 4: Rather than have students create a comic book, have them create an illustrated flowchart. Ch. 5: Simplify the Preview Activity, Omit the Response Group for Problem C , Change the Processing Ch. 6: Post only Placards A, C, F, and G. Consider using more than one set of placards so that students have more viewing stations. The activity and placard debrief will run more quickly with less artifacts for students to analyze and discuss. Ch. 7: To save time, have students use poster paper to draw a stationary version of their dioramas, rather than prepare and present live dioramas. Display the posters and conduct a gallery walk so that students can complete their Reading Notes by examining the posters. Ch. 8: Students complete three archaeological digs for this activity to mimic ones that occurred in 1900, 1933, and 2006. To save time, consider cutting the 1933 dig. Eliminate the Preview activity and move immediately to the Experiential Exercise of the presentation. Ch. 9: Ch. 10: Eliminate Some of the Mystery Reduce the number of mystery civilization slides by eliminating slides 5–8. Invite multiple groups to cite evidence when identifying each mystery civilization to enable more students to participate.			
Month	Unit/Ch	Lesson Pacing	Newsela	Flocab
Nov (9 days)	Unit 3 Ancient Egypt and the Middle East Ch. 11-14	Ch. 11: Geography and the Early Settlement of Egypt, Kush, and Canaan (1 day) Ch. 12: The Ancient Egyptian Pharaohs (3 days) Ch. 13: Daily Life in Ancient Egypt (3 days) Ch. 14: The Kingdom of Kush (2 days)	Ancient Middle East Collection	-Ancient Egypt

	<p>Ch. 11: Skip Map Creation As an alternative to the Experiential Exercise, in which students model the physical geography of ancient Egypt, Kush, and Canaan, project the map of each region and have small groups of students discuss where to settle. Give each group a sticky note with a different color or number. Have each group place its sticky note on the projected map. Use the debrief questions to discuss each group's placement.</p> <p>Ch. 12: Reduce the Number of Sites Skip the tour stops at Giza (Great Pyramid) and at Karnak (White Chapel). Instead, have students simply read and complete the Reading Notes for Sections 2 and 3. Then have students visit Hatshepsut's temple and the temple of Ramses the Great.</p> <p>Ch. 13: Create Posters Assign one of the five social classes to each group. Have groups read the appropriate section and complete the Reading Notes for their assigned social class. Afterward, have each group make a poster that includes all the information other students will need to fill in their Reading Notes. Have groups display their posters on the walls of the classroom, and conduct a gallery walk to allow students to complete the Reading Notes for other sections.</p> <p>Ch. 14: Skip Interviews In place of the two interviews, have pairs reexamine the images. For the image of King Piye receiving gifts from Egyptian princes (after students read the Kush Conquers Egypt section), ask the class these questions: <i>What is happening in this image and why? In what ways did location influence Kush during this time period?</i></p>			
Month	Unit/Ch	Lesson Pacing	Newsela	Flocab
Dec (8 days)	Unit 3 Ancient Egypt and the Middle East Ch. 15-16	Ch. 15: The Origins of Judaism (1 day) Ch. 16: Learning About World Religions: Judaism (2 days) Unit 3 Test/RST 2 (1 day) *Minecraft (3 days) *1 extra day for unit completion if needed	Ancient Middle East Collection	-Major World Religions (Ch. 11 Judaism)
	<p>Ch. 15: Skip the Scroll Creation Follow the groupings and procedures to complete the Reading Notes as outlined in the activity. Then create new groups of three and have students use their Reading Notes to teach one another about their assigned historical figures.</p> <p>Ch. 16 *focus on section 2 and exploration of the Holocaust</p>			
Month	Unit/Ch	Lesson Pacing	Newsela	Flocab
Jan (10 days)	Unit 4 Ancient India Ch. 17-22	Ch. 17: Geography and the Early Settlement of India (1 day) Ch. 18: Unlocking the Secrets of Mohenjodaro (2 days) Ch. 19: Learning About World Religions: Hinduism (1 day) Ch. 20: Learning About World Religions: Buddhism (1 day) Ch. 21: The First Unification of India (1 day) Ch. 22: The Achievements of the Gupta Empire (3 days) Unit 4 Completion(1 day)	Ancient India Collection	-Ancient India -Major World Religions (Ch. 15 Hinduism & Ch. 16 Buddhism)
	<p>Ch. 17: Use Critical Thinking Question C Rather than have groups discuss all three Critical Thinking Questions, discuss only Critical Thinking Question C. This question asks groups to predict which physical feature is likely to be the site of India's earliest settlement. In the ensuing discussion, encourage groups to consider which physical features are likely to produce a dependable food supply and to support quality trade.</p> <p>Ch. 18: Eliminate Excavation Assign one of the artifacts to each pair of students. Give each pair a placard and direct them to use the placard to complete the drawing and to record their ideas in the Reading Notes. Then have each pair share their drawing and their ideas with the rest of the class. As they listen, class members should use this information to complete the appropriate parts of their Reading Notes.</p> <p>Ch. 19: Briefly present the five beliefs of Hinduism and focus on the caste system discrimination and its presence in Indian society today</p> <p>Ch. 20: Describe the life of Prince Siddhartha and how his teachings became the basis of Buddhism. Briefly mention that there are Four Noble Truths and a path to reach enlightenment.</p> <p>Ch. 21: Focus on Ashoka's Edicts and the spread of Buddhism</p>			

	Ch. 22: Substitute an Essay for the Palm-Leaf Book In place of the palm-leaf book, have students write a multiparagraph essay that answers the Essential Question: Why is the period during the Gupta Empire known as a “golden age”? Use the guidelines in the Processing assignment to frame the essay. Students should include an introduction, two or three body paragraphs, and a conclusion.			
Month	Unit/Ch	Lesson Pacing	Newsela	Flocab
Feb (9 days)	Unit 5: Ancient China Ch. 23-27	RST 3 (1 day) Ch. 23: Geography and the Early Settlement of China (1 day) Ch. 24: The Shang Dynasty (2 days) Ch. 25: Three Chinese Philosophies (1 day) Ch. 26: The First Emperor of China (2 days) Ch. 27: The Han Dynasty (2 days)	Ancient China Collection	-Art of War and Legalism
	<p>Ch. 23: Eliminate the Geographic Poster Rather than have students fill out geographic data and create a poster of China’s regions in the Problem Solving Groupwork activity, do the following: Divide students into groups of five and assign each student to read one of five sections, Sections 2–6.</p> <ul style="list-style-type: none"> • Have all students complete the Reading Notes for their assigned section. • When all group members are done, have them take turns describing the climate, natural vegetation, and important physical features of their assigned region, using their Reading Notes and the image in the Student Text. • Then have students complete their Reading Notes for Sections 7–9, using the procedures in Phase 2 of the Problem Solving Groupwork activity. <p>Ch. 24: Divide and Conquer Divide the class into eight groups. Assign each group a placard and a matching decoder. Have groups complete the steps on Handout C for their artifact. Then have groups present their placard questions and answers, their Reading Notes answers, and the characteristics of civilization they checked. Tell the class to take notes as each group presents. Ask the class to come up with other characteristics of civilization that the artifact reveals.</p> <p>Ch. 25: Reduce Quotations Eliminate some quotations in Phase 2 of the activity. Instead of asking students to attribute Quotes A-I, ask students to only attribute Quotes A-F.</p> <p>Ch. 26: Provide Key Details During Step 1 of the Reading Notes, point out key details in the image, as suggested below. Students need then write only a hypothesis sentence telling what they think these details reveal about the Emperor of Qin.</p> <p>Ch. 27: Alternatively, conduct Stations A, F, and G as a class, to speed up the activity. Project on screen Handouts A, F, and G, which include the relevant Station Directions, and Handout G, which includes the map for Station A. Then have students rotate through the remaining stations in groups.</p>			
Month	Unit/Ch	Lesson Pacing	Newsela	Flocab
Mar (12 days)	Unit 6: Ancient Greece/ Unit 7: Ancient Rome Ch. 28-33	Ch. 28: The Silk Road (2 days) Unit 5 Unit Completion (2 days) Ch. 29 The Geography and Settlement of Greece (1 day) Ch.30 The Rise of Democracy (2 days) Ch. 31 Life in two City-States: Athens and Sparta (2 days) Ch. 32 Fighting the Greco-Roman Wars (1 day) Ch.33 The Golden Age of Athens (2 days)	Ancient Greece Collection	-Ancient Greece
	<p>Ch. 28: Conduct a Class Demonstration Rather than have all students participate in the trading game, have a limited number of students demonstrate the activity. Choose ten volunteers and assign two to each of the five trading stations. Follow all other procedures for the activity. As part of the debrief questions, ask the class, <i>What did you notice during the demonstration?</i> (Note: You may want to simplify the classroom setup by using one desk to represent each trade center. Have the two students sit on the desk that represents their center.)</p> <p>Ch. 29: Skip the Settlement Exercise in the Preview Activity Skip the settlement exercise in the Preview activity. Instead, project the visual and have students complete the Preview activity prompt in their Interactive Student Notebooks.</p> <p>Ch. 30: Break Up the Reading Conduct all four phases of the Experiential Exercise before having students read and complete their Reading Notes for this lesson. To complete the Reading Notes, divide the class into four groups. Assign one of the four sections (Sections 1–4) to each of the four groups. Have</p>			

	<p>students work in pairs to complete the Reading Notes for their assigned section. Then create new groups of four or five, with students from each of the assigned sections. Have group members share their Reading Notes in their groups, one section at a time, beginning with Section 1.</p> <p>Ch. 31: Eliminate Topics for Placards For the Social Studies Skill Builder, eliminate one or two topics for which pairs create placards. Focus on the topics of government and economy for both Athens and Sparta. Because there will be multiple placards for each topic, require pairs to examine only one of the placards at each station.</p> <p>Ch. 32:</p> <p>Ch. 33: Eliminate the Speech Writing After students complete their walking tour of Athens, wrap up the activity with a brief discussion. Ask students these questions: What was the most interesting place you visited? Which site did you find most impressive and why? How did the city of Athens support the growth of Greek culture? What were the major cultural achievements of Athens?</p>			
Month	Unit/Ch	Lesson Pacing	Newsela	Flocab
Apr (7 days)	Unit 6: Ancient Greece/ Unit 7: Ancient Rome Ch.34-36	Ch. 34 Alexander the Great and his Empire (1 day) Ch. 35 The Legacy of Ancient Greece (3 days) Unit 6 Unit Completion (2 days) Ch. 36 Geography and early development of Rome (1 day)		-The Persian Empire -Greek Mythology
	<p>Ch. 34: Consider using NewsELA article: https://newsela.com/read/bio-world-leader-alexander-thegreat/id/19125/</p> <p>Ch. 35: Consider doing projects for each achievement and have students present</p> <p>Ch. 36: Break Up the Reading Allow groups to divide Sections 2-7 among themselves. Each group member should read about two Etruscan or Greek influences and complete the corresponding Reading Notes. Students should then take turns sharing the information from their assigned sections until all group members have completed their Reading Notes.</p>			
Month	Unit/Ch	Lesson Pacing	Newsela	Flocab
May (8-9 days due to state testing)	Unit 7: Ancient Rome Ch. 37-41	Ch.37 Rise of the Roman Republic (2 days) Ch.38 From Republic to Empire (2 days) Ch. 39 Daily Life in the Roman Empire (2 days) Ch.40 The Origins and Spread of Christianity (1 day) Ch.41 Learning about World Religions: Christianity (1 day)	Ancient Rome Collection	-Roman Republic -Spartacus and Ancient Rome -Major World Religions (Ch. 37 Christianity)
	<p>Ch. 38: Cut the Groupwork in Half Assign two groups to each time period and have them work together to create a column. For example, assign one group to the first four paragraphs of Section 2 and the other group to the last four paragraphs of Section 2. In this scenario, the first group would be responsible for two illustrated inscriptions on the base of the column. The second group would be responsible for two illustrated inscriptions on the top section of the same column.</p> <p>Ch. 39: Divide Up the Stations Assign half the pairs to Stations A–D and half the pairs to Stations E–H. When students have completed their Reading Notes and the Handout I for their assigned stations, allow pairs to form groups of four and share their notes. Model the sharing process for students so they understand how to teach each other, rather than simply copy each other’s notes.</p> <p>Ch. 40: Modify the Debrief</p> <p>Ch. 41: Skip the Follow-Up Questions Instead of projecting each visual twice, ask only the first set of spiral questions for each visual (Slides 13, 16, and 19 in the Presentation). Then have students complete the Reading Notes that correspond to the image. Use the Answer Key to review their answers as a class.</p>			
Month	Unit/Ch	Lesson Pacing	Newsela	Flocab

June (3 days)	Unit 7: Ancient Rome Ch. 42	Ch.42 The Legacy of Rome in the Modern World (3 days)		
	Ch. 42: Shorten the Game Instead of playing Round 1, use it to quickly model how the game will be played. Eliminate the Magazines If you are unable to gather magazines, find some images online or make transparencies of some magazine pages that illustrate the influence of Roman culture today. Instead of playing the game in rounds, have students complete all their Reading Notes first. Then project an image and have groups use their Reading Notes to determine the Roman influence or influences in the image.			
Total	42 ch, 7 Units			

