

## WEST DEPTFORD SCHOOL DISTRICT

Content Area: Social Studies			
Course Title: Geography and Ancient World History		Grade Level: 6	
		<b>Weeks Spent</b>	
	<b>Quarter 1:</b>	9 weeks	
	Topic 1: Geography Topic 2: Prehistory Topic 3: Mesopotamia	Topic 1-3 weeks Topic 2-2 week Topic 3-4 weeks	
	<b>Quarter 2:</b>	9 weeks	
	Topic 4:Egypt Topic 5: India	Topic 4-5 weeks Topic 4 weeks	
	<b>Quarter 3:</b>	9 weeks	
	Topic 6: China Topic 7: Greece <i>Performance Assessment</i>	Topic 6 5 weeks Topic 7 4 weeks 3 days	
	<b>Quarter 4:</b>	9 weeks	
	Topic 8: Rome Topic 9: Mesoamerica  <i>End of Year Assessment</i>	Topic 8 4 weeks Topic 9-3 weeks  4 days	
<i>Date Created: August 2022</i> <i>Revised: August 2023</i>		<i>Board Approved on: August 2022</i> <i>Revised Board Approved: August 2023</i>	

**WEST DEPTFORD SCHOOL DISTRICT**  
**6th Grade Social Studies Pacing Guide**

<b>Topic Number</b>	<b>Title</b>	<b>DATES</b>	<b>Number of Days</b>
1	Geography	9/8-9/22	15
2	Prehistory	9/22-10/5	10
3	Ancient Mesopotamia	10/6-11/2	19
4	Ancient Egypt	11/3-12/07	19
5	Ancient India	12/8-1/12	20
6	Ancient China	1/17-2/21	24
	<b>Performance Assessment SGO 2 Venn</b>	<b>2/22, 2/23//2/24 Prep and Review/Assessment</b>	<b>3</b>
7	Ancient Greece	2/27-3/24	19
8	Ancient Rome	3/27-5/5	24
9	Mesoamerica	5/8-5/26	15
	<b>End of the Year Assessment</b>	<b>5/30-6/2 Prep and Review/Assesement</b>	<b>4</b>

# WEST DEPTFORD SCHOOL DISTRICT

## 6th Grade Social Studies Lesson Plan

{45 Minutes of Instruction–Day 1-Two Day Lesson Plan}

**\*\*Example lesson plan:** *Using primary sources (Cave art) to make inferences about the ways in which people lived in prehistoric times.*

### OPENING

5 minutes

- Do Now: On the SMARTboard students will respond to a writing prompt: *Quickly draw something that represents you without using any words.*

### PROBLEM BASED LEARNING (SETTING THE STAGE)

15 minutes

- **Engage** - Discuss with the whole group why pictures are important in telling a story.
  - Ask students to think about when and why pictures may be more important than words.
  - Ask students to discuss problems in only observing pictures and why some pictures are easier to understand than others.

**\*\***Show examples of signs on the SMARTboard to show how some are easier to know than others.

### VISUAL LEARNING

20 minutes

- **Engage** - Ask students what they know about Cave people. Where and when did they live? What tools did they use? What animals did they come in contact with? Why were they called cave people?

**\*\*\***Show students video <https://www.youtube.com/watch?v=UnSq0c7jM-A> to give background about Lascaux Caves.

- **Explore** - Students will work with a partner to explore various photographs taken from the Lascaux Caves. Using a graphic organizer, students will chart images that they see in each picture (example: types of animals, tools, people)
- **Summarize** - Students will make inferences about what they see in each picture

### CLOSING

5 minutes

- ***Engage and Summarize***-Ask students “What is a similarity between you and the Cave people?” Students can respond in their journals, or on a post it note (quick write).

**\*\*\*\*Day 2 of lesson plan will:**

Ask students to use information gained from yesterday’s observations.

Choose one photograph, use your imagination and write a short story (no more than one page) about what is happening.