

### Guided Questions for Planning

- What is the main focus as we will teach as a team this week?
- Is our instruction aligned? (TEKS/SE, LO, Activities, DOL)
  - What are some Multiple Response Strategies to use?
    - Can the DOLs be done in 5-10 minutes?
- Which instructional strategies are working and which are not?

### 6th Grade Social Studies Instructional Calendar 2023-2024

[2023-2024 ERA BREAKDOWN LINK](#)

Grade Level: 6th

Date: Nov. 6-10

3rd Six Weeks: Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>TEKS/ SE</b>	<b>PROFESSIONAL LEARNING - NO STUDENTS</b>	<p><b>Ancient Greece, Early Rome</b></p> <p>6.10C, 6.16A, 6.11A, 6.17B</p> <p>6.10C - Identify historical origins of democratic forms of government such as Ancient Greece.</p> <p>6.11A - Describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States.</p>	<p style="background-color: green; color: black;"><b>ELAR Benchmark</b></p> <p>6.10C - Identify historical origins of democratic forms of government such as Ancient Greece.</p> <p>6.11A - Describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States.</p>	<p style="background-color: green; color: black;"><b>MATH Benchmark</b></p> <p>6.10C - Identify historical origins of democratic forms of government such as Ancient Greece.</p> <p>6.11A - Describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States.</p>	<p>6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature.</p> <p>6.17B - Explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>
<b>Lesson Objective</b> Students will be able to...		Identify historical origins of democratic forms of government such as Ancient Greece by	Describe and compare roles and responsibilities of citizens in various contemporary societies by	Describe and compare roles and responsibilities of citizens in various contemporary societies by	Explain the relationships that exist between societies and their architecture, art, music, and literature by
<b>DOL</b>		Given 4 STAAR based questions, SWBAT identify historical origins of democratic	Given 4 STAAR based questions, SWBAT describe and compare roles and	Given 4 STAAR based questions, SWBAT describe and compare roles and	Given an SCR question, SWBAT explain the relationships that exist between societies and

		forms of government such as Ancient Greece with 100%.	responsibilities of citizens in various contemporary societies with 100%.	responsibilities of citizens in various contemporary societies with 100%.	their architecture, art, music, and literature with mastery.
Daily/Weekly DOL Links					
SCR					SCR

Grade Level: 6th

Date: Nov. 13-17

3rd Six Weeks: Week 2

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>TEKS/SE</b>	<p><b>Roman Empire, Fall of Rome</b> 6.16A, 6.16C, 6.15A, 6.13B, 6.10A, 6.9B</p> <p>6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature.</p> <p>6.16C - Identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p>	<p>6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature.</p> <p>6.16C - Identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p>	<p>6.9B - Identify reasons for limiting the power of government.</p> <p>6.10A - Identify and give examples of governments with rule by one, few, or many.</p> <p>6.13B - Define a multicultural society.</p> <p>6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war.</p>	<p>6.9B - Identify reasons for limiting the power of government.</p> <p>6.10A - Identify and give examples of governments with rule by one, few, or many.</p> <p>6.13B - Define a multicultural society.</p> <p>6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war.</p>	<b>Weekly DOL</b>
<b>Lesson Objective</b> Students will be able to...	Identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time by	Explain the relationships that exist between societies and their architecture, art, music, and literature by	Analyze and give examples of governments with rule by one, few, or many by	Identify and describe means of cultural diffusion such as trade, travel, and war by	Display understanding of the week's content by completing a weekly DOL.
<b>DOL</b>	Given 4 STAAR based questions, SWBAT identify examples of art, music, and literature that convey universal themes such	Given 4 STAAR based questions, SWBAT explain the relationships that exist between societies and their architecture, art,	Given 4 STAAR based questions, SWBAT analyze and give examples of governments with rule	Given an SCR question, SWBAT identify and describe means of cultural diffusion such as trade, travel, and war with mastery.	Given 5-10 STAAR based questions, SWBAT display understanding of the week's content with mastery.

	as religion, justice, and the passage of time with 100%.	music, and literature with 100%.	by one, few, or many with 100%.		
<b>Daily/Weekly DOL Links</b>					In School City
<b>SCR</b>				<b>SCR</b>	

## THANKSGIVING BREAK - Nov. 20 - Nov. 24

**Grade Level: 6th**

**Date: Nov. 21-Dec. 1**

**3rd Six Weeks: Week 3**

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>TEKS/ SE</b>	<p><b>Silk Road, Rise of Byzantium</b> 6.6C, 6.15A, 6.10A, 6.9B, 6.17A</p> <p>6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>6.9B - Identify reasons for limiting the power of government.</p> <p>6.10A - Identify and give examples of governments with rule by one, few, or many.</p>	<p>6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>6.9B - Identify reasons for limiting the power of government.</p> <p>6.10A - Identify and give examples of governments with rule by one, few, or many.</p>	<p>6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war.</p> <p>6.17A - Explain the relationship among religious ideas, philosophical ideas, and cultures.</p>	<p>6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war.</p> <p>6.17A - Explain the relationship among religious ideas, philosophical ideas, and cultures.</p>	<b>3 Week Assessment</b>
<b>Lesson Objective</b> Students will be able to...	Identify and explain the impact of the distribution of resources on international trade and economic	Identify and explain the impact of the distribution of resources on international trade and economic	Identify and describe means of cultural diffusion such as trade, travel, and war by	Explain the relationship among religious ideas, philosophical ideas, and cultures by	Display understanding of the 3 weeks content by completing a 3 week assessment.

	interdependence among and within societies by	interdependence among and within societies by			
<b>DOL</b>	Given 4 STAAR based questions, SWBAT identify and explain the impact of the distribution of resources on international trade and economic interdependence among and within societies with 100%.	Given 4 STAAR based questions, SWBAT identify and explain the impact of the distribution of resources on international trade and economic interdependence among and within societies with 100%.	Given 4 STAAR based questions, SWBAT identify and describe means of cultural diffusion such as trade, travel, and war with 100%.	Given an SCR question, SWBAT explain the relationship among religious ideas, philosophical ideas, and cultures with mastery.	Given 10-12 STAAR based questions, SWBAT display understanding of the 3 weeks content with mastery.
<b>Daily/Weekly DOL Links</b>					In School City
<b>SCR</b>				<b>SCR</b>	

**Grade Level: 6th**

**Date: Dec. 4-8**

**3rd Six Weeks: Week 4**

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>TEKS/ SE</b>	<p><b>Later Chinese Dynasties, South East Asia, Japan and Korea</b> 6.18A, 6.10A, 6.9A, 6.9B</p> <p>6.9A - Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).</p> <p>6.9B - Identify reasons for limiting the power of government.</p> <p>6.10A - Identify and give examples of governments with rule</p>	<p>6.9A - Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).</p> <p>6.9B - Identify reasons for limiting the power of government.</p> <p>6.10A - Identify and give examples of governments with rule by one, few, or many.</p>	<p>6.18A - Identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world.</p>	<p>6.18A - Identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world.</p>	<b>Weekly DOL</b>

	by one, few, or many.				
<b>Lesson Objective</b> Students will be able to...	Describe and compare examples of limited and unlimited governments by	Describe and compare examples of limited and unlimited governments by	Identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world by	Define examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world by	Display understanding of the week's content by completing a weekly DOL.
<b>DOL</b>	Given 4 STAAR based questions, SWBAT describe and compare examples of limited and unlimited governments with 100%.	Given 4 STAAR based questions, SWBAT describe and compare examples of limited and unlimited governments with 100%.	Given 4 STAAR based questions, SWBAT identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world with 100%.	Given an SCR question, SWBAT define examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world with mastery.	Given 5-10 STAAR based questions, SWBAT display understanding of the week's content with mastery.
<b>Daily/Weekly DOL Links</b>					In School City
<b>SCR</b>				<b>SCR</b>	

**Grade Level: 6th**

**Date: Dec. 11-15**

**3rd Six Weeks: Week 5**

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>TEKS/ SE</b>	<p><b>Rise of African Empires</b> <b>Axum, North African Islamic Empires</b> 6.6C, 6.15A, 6.3B, 6.17A</p> <p>6.3B - Explain ways in which human migration influences the character of places and regions.</p> <p>6.6C - Explain the impact of the distribution of resources on</p>	<p>6.3B - Explain ways in which human migration influences the character of places and regions.</p> <p>6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p>	<p>6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war.</p> <p>6.17A - Explain the relationship among religious ideas, philosophical ideas, and cultures.</p>	<p>6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war.</p> <p>6.17A - Explain the relationship among religious ideas, philosophical ideas, and cultures.</p>	<b>Weekly DOL</b>

	international trade and economic interdependence among and within societies.				
<b>Lesson Objective</b> Students will be able to...	Identify ways in which human migration influences the character of places and regions by	Analyze the impact of the distribution of resources on international trade and economic interdependence among and within societies by	Identify and describe means of cultural diffusion such as trade, travel, and war by	Explain the relationship among religious ideas, philosophical ideas, and cultures by	Display understanding of the week's content by completing a weekly DOL.
<b>DOL</b>	Given 4 STAAR based questions, SWBAT identify ways in which human migration influences the character of places and regions with 100%.	Given 4 STAAR based questions, SWBAT analyze the impact of the distribution of resources on international trade and economic interdependence among and within societies with 100%.	Given 4 STAAR based questions, SWBAT identify and describe means of cultural diffusion such as trade, travel, and war with 100%.	Given an SCR question, SWBAT explain the relationship among religious ideas, philosophical ideas, and cultures with mastery.	Given 5-10 STAAR based questions, SWBAT display understanding of the week's content with mastery.
<b>Daily/Weekly DOL Links</b>					In School City
<b>SCR</b>				<b>SCR</b>	

**Grade Level: 6th**

**Date: Dec. 18-22**

**3rd Six Weeks: Week 6**

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>TEKS/ SE</b>	<b>West African Empires Ghana, Mali, Songhai, African State Trade</b> 6.3B, 6.6C, 6.9B, 6.10C, 6.11A, 6.13B, 6.14A, 6.15A, 6.16A, 6.16C, 6.17A 6.17B, 6.18A  6.3B - Explain ways in which human	6.11A - Describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States.  6.13B - Define a multicultural society.	6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war.  6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature.	<b>6 Week Assessment</b>	<b>TEACHER PREP DAY - NO STUDENTS</b>

	<p>migration influences the character of places and regions.</p> <p>6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p> <p>6.9B - Identify reasons for limiting the power of government.</p>	<p>6.14A - Identify institutions basic to all societies, including government, economic, educational, and religious institutions.</p>	<p>6.16C - Identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p> <p>6.17A - Explain the relationship among religious ideas, philosophical ideas, and cultures.</p> <p>6.18A - Identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world.</p>		
<p><b>Lesson Objective</b> Students will be able to...</p>	<p>Explain ways in which human migration influences the character of places and regions by</p>	<p>Identify institutions basic to all societies, including government, economic, educational, and religious institutions by</p>	<p>Explain the relationships that exist between societies and their architecture, art, music, and literature by</p>	<p>Display understanding of the 6 weeks content by completing a 6 week assessment.</p>	
<p><b>DOL</b></p>	<p>Given 4 STAAR based questions, SWBAT explain ways in which human migration influences the character of places and regions with 100%.</p>	<p>Given 4 STAAR based questions, SWBAT identify institutions basic to all societies, including government, economic, educational, and religious institutions with 100%.</p>	<p>Given 4 STAAR based questions, SWBAT explain the relationships that exist between societies and their architecture, art, music, and literature with 100%.</p>	<p>Given 12-18 STAAR based questions, SWBAT display understanding of the 6 weeks content with mastery.</p>	
<p><b>Daily/Weekly DOL Links</b></p>				<p>In School City</p>	
<p><b>SCR</b></p>					

**WINTER BREAK - Dec. 25 - Jan. 5**