

# 2009-2010 Curriculum Pacing Guide/Curriculum Map

Grade/Course 6<sup>th</sup> Grade/US History to 1877

Grading Period 1<sup>st</sup> Nine Weeks

Time Frame	Unit/SOLs	SOL #	Strand	Resources	Assessments	Notes
3 weeks	<b>Map Skills (on-going)</b> <ul style="list-style-type: none"> <li>➤ Locate the seven continents</li> <li>➤ Identify major physical features of the U.S.</li> <li>➤ Define and Identify the major bodies of water</li> <li>➤ Define and identify common geographic terms</li> <li>➤ Locate 8 regions on a map</li> <li>➤ Label the parts of a map</li> <li>➤ Explain the importance of the water features on US history</li> </ul>	USI.2 (a-c)  USI.1 (a,c,f)	Geography	<ul style="list-style-type: none"> <li>➤ Desk maps, globes</li> <li>➤ United streaming</li> <li>➤ Curriculum Framework pgs. 2-6</li> <li>➤ <a href="#">VA Experience: USA I</a></li> <li>➤ <a href="#">Interactive Notebook</a></li> <li>➤ <a href="#">SOL Trivia</a></li> <li>➤ Teacher made games</li> <li>➤ ESS pgs. 1-10</li> <li>➤ SOL Study Guide</li> <li>➤ 9 Week Assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Vocabulary quiz</li> <li>➤ Question of the Day quizzes</li> <li>➤ Completed maps</li> <li>➤ Teacher-made test</li> <li>➤ ESS pg. 10</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> </ul>	
3 weeks	<b>Native Americans</b> <ul style="list-style-type: none"> <li>➤ Identify major Native American tribes found in the U.S. (Inuit, Pueblo, Sioux/ Plains, Iroquois, and Kwakiutl).</li> <li>➤ Locate on a map the regions where the Native Americans settled</li> <li>➤ Describe the physical characteristics of the regions</li> <li>➤ Describe the cultures of the tribes with a focus on their dwellings, clothing, food, and technology</li> <li>➤ Describe the influence of resources on their cultures</li> </ul>	USI.3 (a, b)  USI.1 (a,c, d,f)	Geography Economics	<ul style="list-style-type: none"> <li>➤ Curriculum Framework pgs. 7,8</li> <li>➤ <a href="#">VA Experience: USA I</a></li> <li>➤ Teacher made games</li> <li>➤ ESS pgs. 11-19</li> <li>➤ United Streaming</li> <li>➤ Interactive Notebook</li> <li>➤ SOL study guide</li> <li>➤ Graphic Organizer</li> <li>➤ American Indian Diorama</li> <li>➤ 9 Week Assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Final Project</li> <li>➤ Completed maps &amp; chart</li> <li>➤ Vocabulary quiz</li> <li>➤ Question of the Day quizzes</li> <li>➤ Legend</li> <li>➤ Teacher-made test</li> <li>➤ ESS pg. 19</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> </ul>	

CF refers to [VDOE Curriculum Framework](#); ESS refers to the [VDOE Enhanced Scope and Sequence](#)

## 2009-2010 Curriculum Pacing Guide

Grade/Course 6<sup>th</sup> Grade/US History to 1877

Grading Period 1<sup>st</sup> Nine Weeks

Time Frame	Unit/SOLs	SOL #	Strand	Resources	Assessments	Notes
3 weeks	<p><b>European Exploration</b></p> <ul style="list-style-type: none"> <li>➤ Identify the factors that led to exploration.</li> <li>➤ Identify explorers sponsored by England, France, Spain, and Portugal.</li> <li>➤ Describe the competition between the nations for control of North America.</li> <li>➤ Trace the routes of the explorers on maps.</li> <li>➤ Construct maps that depict the routes taken by explorers.</li> <li>➤ Describe the factors that hindered exploration.</li> <li>➤ Describe the benefits exploration had on the nations.</li> <li>➤ Describe the impact exploration had on the Native Americans.</li> <li>➤ Identify the location and describe the characteristics of the West African societies (Ghana, Mali, and Songhai)</li> </ul>	<p>USI.4 (a – c)</p> <p>USI.1 (a,d,f, g)</p>	<p>Geography History</p>	<ul style="list-style-type: none"> <li>➤ Curriculum Framework pgs. 9-13</li> <li>➤ Textbook: Chapter</li> <li>➤ Maps</li> <li>➤ <a href="#">VA Experience: USA I</a></li> <li>➤ <a href="http://www.SOLPass.org">www.SOLPass.org</a></li> <li>➤ <a href="#">Activities: US History to 1877</a></li> <li>➤ Teacher made games</li> <li>➤ ESS pgs. 20-29</li> <li>➤ Engaging Students with Foldables</li> <li>➤ Interactive Notebook</li> <li>➤ SOL study guide</li> <li>➤ Graphic Organizer</li> <li>➤ United Streaming</li> <li>➤ <b>9 Week Assessment</b></li> <li>➤ Project</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completed maps</li> <li>➤ Teacher-made test</li> <li>➤ Matching quiz</li> <li>➤ Vocabulary quiz</li> <li>➤ Question of the Day quizzes</li> <li>➤ assessments</li> <li>➤ County wide 9 week assessment</li> <li>➤ ESS pg. 29</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> <li>➤ Final Project</li> </ul>	

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# 2009-2010 Curriculum Pacing Guide

Grade/Course 6<sup>th</sup> Grade/US History to 1877

Grading Period 2<sup>nd</sup> Nine Weeks

Time Frame	Unit/SOLs	SOL #	Strand	Resources	Assessments	Notes
3 Weeks	<p><b>The Thirteen Colonies</b></p> <ul style="list-style-type: none"> <li>➤ List the factors that led to the founding of each colony.</li> <li>➤ Identify in chronological order the first successful settlements of each colony.</li> <li>➤ Compare and contrast the three distinct colonial regions (New England, Mid-Atlantic/Middle, South).</li> <li>➤ Describe how life and cultures developed in each region.</li> <li>➤ Locate each region on a map.</li> <li>➤ Describe colonial life from the perspectives of large landowners, farmers, Artisans, Women, Indentured Servants, and Slaves</li> <li>➤ Describe the political and economic relationship between England and the colonies.</li> </ul>	<p>USI.5 (a-d)</p> <p>USI.1 (a-d f,h)</p>	<p>Geography</p> <p>History</p>	<ul style="list-style-type: none"> <li>➤ Textbook: Chapters</li> <li>➤ Curriculum Framework pgs. 14 - 19</li> <li>➤ Maps</li> <li>➤ <a href="#">VA Experience: USA I</a></li> <li>➤ VA SOL Coach</li> <li>➤ <a href="http://www.SOLPass.org">www.SOLPass.org</a></li> <li>➤ Teacher made games</li> <li>➤ ESS pgs. 30-45</li> <li>➤ Engaging Students with Foldables</li> <li>➤ Interactive Reading and Note taking</li> <li>➤ SOL study guide</li> <li>➤ Interactive Notebook</li> <li>➤ Graphic Organizers</li> <li>➤ United Streaming</li> <li>➤ <b>9 Week Assessment</b></li> <li>➤ Project</li> </ul>	<ul style="list-style-type: none"> <li>➤ Chart</li> <li>➤ Completed timeline</li> <li>➤ Vocabulary quiz</li> <li>➤ Question of the Day quizzes</li> <li>➤ Teacher-made test</li> <li>➤ assessment</li> <li>➤ Review quiz</li> <li>➤ Journal</li> <li>➤ Maps</li> <li>➤ ESS pg. 45</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> <li>Final Project</li> </ul>	

4 weeks	<p><b>The American Revolution</b></p> <ul style="list-style-type: none"> <li>➤ List the factors that led to the conflict between the colonies and England.</li> <li>➤ Identify persons that had key roles in the American Revolution.</li> <li>➤ Identify, in chronological order, and describe the main events that occurred during the war.</li> <li>➤ Describe the major battles of the American Revolution.</li> <li>➤ Compare and contrast the British Army and the Continental Army.</li> <li>➤ Analyze and list reasons why the colonists defeated the British.</li> </ul>	<p>USI.6 (a – d)</p> <p>USI.1 (a-d, f,h)</p>	Civics	<p>Curriculum Framework pgs. 20-24</p> <ul style="list-style-type: none"> <li>➤ Textbook: Chapters</li> <li>➤ “Common Sense” pamphlet</li> <li>➤ Video: “Johnny Tremain”</li> <li>➤ <a href="#">Revolutionary War</a></li> <li>➤ <a href="#">American Revolution</a></li> <li>➤ <a href="#">VA Experience: USA I</a></li> <li>➤ <a href="#">www.SOLPass.org</a></li> <li>➤ <a href="#">: US History to 1877</a></li> <li>➤ Teacher made games</li> <li>➤ ESS pgs. 46-61</li> <li>➤ Interactive Notebook</li> <li>➤ Graphic Organizers</li> <li>➤ United Streaming</li> <li>➤ 9 Week Assessment</li> <li>➤ Project</li> <li>➤ Read-a-loud books</li> </ul>	<ul style="list-style-type: none"> <li>➤ Vocabulary Quiz</li> <li>➤ Question of the Day quizzes</li> <li>➤ Teacher Observation</li> <li>➤ Teacher- made test</li> <li>➤ assessment</li> <li>➤ ESS pg. 61</li> <li>➤ Oral Speech</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> <li>➤ Final Project</li> <li>➤ Timeline</li> </ul>	
2 weeks	<p><b>The U.S. Constitution</b></p> <p>Describe the first attempt at establishing a government in the aftermath of war.</p> <ul style="list-style-type: none"> <li>➤ Identify and analyze documents that led to the framing of the Constitution.</li> <li>➤ Analyze the philosophy of government as expressed in the Constitution with respect to the Declaration of Independence – John Locke</li> <li>➤ Describe the Constitutional Convention and identify people that played key roles during it.</li> <li>➤ Describe the powers and jobs of the three branches of government.</li> <li>➤ Describe the system of checks and balances.</li> <li>➤ Identify rights as listed in the Bill of Rights.</li> </ul>	<p>USI.7 (a,b)</p> <p>USI.1 (a-d, f, h)</p>	Civics	<ul style="list-style-type: none"> <li>➤ Curriculum Framework pgs. 25-27</li> <li>➤ Textbook: Chapter 10</li> <li>➤ US Constitution in textbook</li> <li>➤ <a href="#">U.S. Constitution</a></li> <li>➤ <a href="#">Understanding the Constitution</a></li> <li>➤ <a href="#">VA Experience: USA I</a></li> <li>➤ <a href="#">www.SOLPass.org</a></li> <li>➤ Teacher made games</li> <li>➤ ESS pgs. 62-76</li> <li>➤ Matching Activity</li> <li>➤ United Streaming</li> <li>➤ Interactive Reading and Note taking</li> <li>➤ SOL study guide</li> <li>➤ Interactive Notebook</li> <li>➤ Graphic Organizers</li> <li>➤ United Streaming</li> <li>➤ <b>9 Week Assessment</b></li> </ul>	<p>Teacher Observation</p> <ul style="list-style-type: none"> <li>➤ Teacher-made test</li> <li>➤ Vocabulary quiz</li> <li>➤ Question of the Day quizzes</li> <li>➤ Newspaper articles</li> <li>➤ Preamble Recitation</li> <li>➤ Report</li> <li>➤ 18 week assessment</li> <li>➤ ESS pg. 76</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> <li>➤ Final Project</li> <li>➤ Timeline</li> </ul>	

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## 2009-2010 Curriculum Pacing Guide

### Grade/Course

### Grading Period 3<sup>rd</sup> Nine Weeks

Time Frame	Unit/SOLs	SOL #	Strand	Resources	Assessments	Notes
2 week	<ul style="list-style-type: none"> <li>➤ The First Five Presidents</li> <li>➤ List the first five presidents in chronological order.</li> <li>➤ Describe major issues facing the presidents.</li> <li>➤ Compare and contrast the different views of Thomas Jefferson and Alexander Hamilton.</li> <li>➤ Describe how the two-party system emerged.</li> </ul>	US1.7 (c,d)  US1.1 (a-d, f h)	Civics	<ul style="list-style-type: none"> <li>➤ Curriculum Framework pgs. 25-27</li> <li>➤ Textbook: Chapter 10</li> <li>➤ US Constitution in textbook</li> <li>➤ <a href="#">U.S. Constitution</a></li> <li>➤ <a href="#">Understanding the Constitution</a></li> <li>➤ <a href="#">VA Experience: USA I</a></li> <li>➤ <a href="http://www.SOLPass.org">www.SOLPass.org</a></li> <li>➤ Teacher made games</li> <li>➤ ESS pgs. 62-76</li> <li>➤ United Streaming</li> <li>➤ Interactive Reading and Note taking</li> <li>➤ SOL study guide</li> <li>➤ Interactive Notebook</li> <li>➤ Graphic Organizers</li> <li>➤ United Streaming</li> <li>➤ <b>9 Week Assessment</b></li> <li>➤ Constitution Day</li> </ul>	Teacher Observation <ul style="list-style-type: none"> <li>➤ Teacher-made test</li> <li>➤ Vocabulary quiz</li> <li>➤ Question of the Day quizzes</li> <li>➤ Newspaper articles</li> <li>➤ Preamble Recitation</li> <li>➤ Report</li> <li>➤ 18 week assessment</li> <li>➤ ESS pg. 76</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> <li>➤ Final Project</li> <li>➤ Timeline</li> </ul>	

3 weeks	<p><b>The Expansion Westward/Suffrage and Abolitionist Movement/Inventions</b></p> <ul style="list-style-type: none"> <li>➤ Identify factors that influenced westward expansion.</li> <li>➤ List the major land acquisitions made during the years 1801 – 1861.</li> <li>➤ Explain the cause and effect relationship between growth in America and other factors. <ul style="list-style-type: none"> <li>✓ Climate</li> <li>✓ Geography</li> <li>✓ Economic incentives</li> <li>✓ Frontier spirit</li> </ul> </li> <li>➤ Describe the relationship between America and other countries.</li> <li>➤ Describe the impact inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive on life in America.</li> <li>➤ Identify the main ideas of the abolitionist and suffrage movements.</li> </ul>	<p>USI.8 (a-d)</p> <p>USI.1 (b,c,d f)</p>	<p>Geography</p> <p>History</p>	<ul style="list-style-type: none"> <li>➤ Textbook: Chapter 11</li> <li>➤ TRG p. 36 - 40</li> <li>➤ <u>Games</u></li> <li>➤ <u>VA Experience: USA I</u></li> <li>➤ <a href="http://www.SOLPass.org">www.SOLPass.org</a></li> <li>➤ Teacher made games</li> <li>➤ ESS pgs. 89-100</li> <li>➤ Engaging Students with Foldables</li> <li>➤ United Streaming</li> <li>➤ Interactive Reading and Notetaking</li> <li>➤ SOL study guide</li> <li>➤ Interactive Notebook</li> <li>➤ Graphic Organizers</li> <li>➤ United Streaming</li> <li>➤ 9 Week Assessment</li> <li>➤ Map project</li> </ul>	<ul style="list-style-type: none"> <li>➤ Report</li> <li>➤ Teacher-made test</li> <li>➤ Completed map</li> <li>➤ Completed maps</li> <li>➤ ESS pg. 88</li> <li>➤ Map Project</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> </ul>	
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# 2009-2010 Curriculum Pacing Guide

Grade/Course 6<sup>th</sup> Grade/US History to 1877

Grading Period 3rd/4th 9 Weeks

Time Frame	Unit/SOLs	SOL #	Strand	Resources	Assessments	Notes
3 weeks	<p><b>The Civil War</b></p> <ul style="list-style-type: none"> <li>➤ Describe the cultural, economic, and constitutional issues that divided the North and the South.</li> <li>➤ List the events that led to secession</li> <li>➤ Describe the attempts made between the North and the South to compromise.</li> <li>➤ Identify and describe key individuals that played important roles during the war.</li> <li>➤ List key events that led to the war.</li> </ul>	<p>USI.9 (a – f) USI.1</p> <p>USI.1 (a-d,f h)</p>	History	<ul style="list-style-type: none"> <li>➤ Textbook: <u>Curriculum Framework</u> p. 36 - 47</li> <li>➤ <u>U.S. History Pt. 2</u></li> <li>➤ <u>VA Experience: USA I</u></li> <li>➤ <a href="http://www.SOLPass.org">www.SOLPass.org</a></li> <li>➤ <u>US History to 1877</u></li> <li>➤ <u>USA Studies Weekly</u></li> <li>➤ Teacher made games</li> <li>➤ ESS pgs. 101-121</li> <li>➤ Timeline</li> <li>➤ Read a loud primary sources</li> <li>➤ SOL study guide</li> <li>➤ Interactive Notebook</li> <li>➤ Graphic Organizers</li> <li>➤ United Streaming</li> <li>➤ <b>9 Week Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Journal</li> <li>➤ Completed Maps</li> <li>➤ Teacher Observation</li> <li>➤ Teacher-made test</li> <li>➤ ESS pg. 121</li> <li>➤ Timeline</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> </ul>	
4 <sup>th</sup> 9 Weeks 3 Weeks	<ul style="list-style-type: none"> <li>➤ Identify the people who were great leaders during the war.</li> <li>➤ Locate on a map where the major battles took place.</li> <li>➤ Describe the major battles.</li> <li>➤ Describe life on the home front and on the battlefield.</li> </ul>					
2 weeks	<p><b>Reconstruction</b></p> <ul style="list-style-type: none"> <li>➤ Analyze and interpret the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments.</li> <li>➤ Describe the impact of Reconstruction on the South in the aftermath of the war.</li> </ul>	<p>USI.10 (a, b) USI.1 (a-d, h)</p>	Civics	<ul style="list-style-type: none"> <li>➤ Curriculum Guide p. 48 - 49</li> <li>➤ Textbook: Chapter</li> <li>➤ <u>VA Experience: USA I</u></li> <li>➤ <a href="http://www.SOLPass.org">www.SOLPass.org</a></li> <li>➤ <u>USA Studies Weekly</u></li> <li>➤ Teacher made games</li> <li>➤ ESS pg. 122-130</li> <li>➤ Engaging Students with Foldables</li> <li>➤ United Streaming</li> <li>➤ Interactive Reading and Notetaking</li> <li>➤ SOL study guide</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher-made test</li> <li>➤ ESS pg. 130</li> <li>➤ Test for Higher Standards</li> <li>➤ Journal entries</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> </ul>	

				<ul style="list-style-type: none"><li>➤ Interactive Notebook</li><li>➤ Graphic Organizers</li><li>➤ United Streaming</li><li>➤ 9 Week Assessment</li></ul>		
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## 2009-2010 Curriculum Pacing Guide

Grade/Course 6<sup>th</sup> Grade/US History to 1877

Grading Period 4<sup>th</sup> Nine Weeks

Time Frame	Unit/SOLs	SOL #	Strand	Resources	Assessments	Curriculum Map (Documentation of/Adjustments to the Written Curriculum)
4 weeks	Cumulative Review	USI. (1-10)  USI.1 (a-d, f,g,h)	Geography History Civics	<ul style="list-style-type: none"> <li>➤ Textbook</li> <li>➤ Teacher made games</li> <li>➤ Power Point Presentations/Review</li> <li>➤ SOL study guide</li> <li>➤ Interactive Notebook</li> <li>➤ Graphic Organizers</li> <li>➤ United Streaming</li> <li>➤ 9 Week Assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completed Projects</li> <li>➤ ESS</li> <li>➤ Test for Higher Standards</li> <li>➤ SOL Test</li> <li>➤ Power Point Presentations</li> <li>➤ SOL Trivia</li> <li>➤ Interactive Notebook</li> </ul>	

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