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**Course Name: Social Studies**

**Grade: 6**

Board Approved: AUGUST 2018

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

 **Social Studies**

**INTRODUCTION**

**Social Studies**

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

**Vision:**  An education in social studies fosters a population that:

• Is civic minded, globally aware, and socially responsible.

• Exemplifies fundamental values of American citizenship through active participation in local and global communities.

• Makes informed decisions about local, state, national, and global events based on inquiry and analysis.

• Considers multiple perspectives, values diversity, and promotes cultural understanding.

• Recognizes the implications of an interconnected global economy.

• Appreciates the global dynamics between people, places, and resources.

• Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

**Intent and Spirit of the Social Studies Standards**

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.2

Social studies instruction occurs throughout the P-12 spectrum:

· At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

· In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

· In grades **5-8,** students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today’s global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

· In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

**Revised Standards**

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

***The Role of Essential Questions***

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

**A. Civics, Government, and Human Rights**

* + How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
	+ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

**B. Geography, People, and the Environment**

* + How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

**C. Economics, Innovation, and Technology**

* + How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
	+ How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**D. History, Culture, and Perspectives**

* + How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
	+ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

***Organization of the Standards***

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

* + Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
	+ Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
	+ Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

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| **Standard** | **Grade Level** | **Organization** |
| 6.1 U.S. History: America in the World | P-4 | By strand only |
| 5-8 | By era and strand |
| 9-12 | By era and strand |
| 6.2 World History/Global Studies | 5-8 | By era and strand |
| 8-12 | By era and strand |
| 6.3 Active Citizenship in the 21st Century | P-4 | By strand only |
| 5-8 | By strand only |
| 9-12 | By strand only |

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Time frame Table.)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

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| **STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.** |
| **Unit 1: Early Humans** |
| **ESTABLISHED GOALS** | **TRANSFER** |
| * 6.2.8.B.1.a: Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
* 6.2.8.D.1.c: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
* 6.2.8.C.1.a: Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
* 6.2.8.D.1.a: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
* 6.2.8.C.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
* 6.2.8.D.1.b: Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
 | *Students will be able to independently use their knowledge to…** Explain the evolution of humans from hominids to modern man.
* explain how the agricultural revolution changed society and made possible civilization to develop.
 |
| **MEANING** |
| UNDERSTANDINGS *Students will understand that…** Early Humans evolved to develop societies based on cooperation and competition.
* Scientists divide early stages of humanity into the Paleolithic, Mesolithic, neolithic eras
* The Agricultural revolution changed how humans interacted at a social, economic, and political level.
* Humans migrated across continents and populated most of the world.
* Humans developed communication/written language as societies expanded.
 | ESSENTIAL QUESTIONSHow do social scientists interpret the past?What capabilities helped hominids survive?How did the development of agriculture change daily life in the Neolithic Age?* How do people adapt to their environments?
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| **Unit 1: Grade 6 - Lessons** |
| [List of Sixth Grade Activities](https://docs.google.com/document/d/1SkglemN3UJfiglxHJxvHaQpgaILROs-WZe_m_gXvWuM/edit)1. Create a visual timeline showing spatial distance between points.
2. Family timeline BCE
3. Simulate hunter-gatherer hunting with food cards.
4. Create a visual timeline of Mesolithic through Neolithic people
5. Demonstrate rocks and early arrowheads as artifacts. Students can create a list of modern artifacts.
6. Research Prehistoric Theories

 A. Survival of the Fittest B. Primary vs. Secondary Needs C. Fight vs. Flight D. Simple vs. Complex E. Diffusion (spreading of ideas)VII. Artifact From Home--Bring in 1 object from home & write 3 possible uses for it (only 1 correct). Based on 5 W’s & 1 H (Who? What? Where? When? Why? How?) **\*Nothing valuable, sharp, or delicate**VIII. Archaeological dig (long jump pit or area of dirt)--bury objects & have kids uncover them. Students must translate “secret” message on the artifact:  (1) Measure; (2) Dig; (3) Uncover; (4) RecordIX. Development of oral & written language1. Charades (noun)
2. Pictionary (verbs)
3. Password (phrases)

X. “If Trash Could Talk” (analyze recycling at home) |
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Discussions with Peers in Small Groups/Pairs, Turn and talkPractice/HomeworkStrategic, H.O.T. (Higher Order Thinking) QuestioningGraphic OrganizersJournal Entry/Double Journal EntrySentence/Paragraph SummariesAnecdotal NotesSelf Evaluation RubricsComprehension Quizzes, AssessmentsVocabulary Assessments/QuizzesTeacher/Student ConferencingOpen Ended QuestionsOral AssessmentsExit tickets | Teacher created testsIndividual/Group PresentationsUnit projectsEnd of the Unit Writing Project with a rubricEnd of Unit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Marzano Proficiency Scale4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history. 3 - **Applying**: Students will be able to explain the  impact of events on later events.2 - **Developing-** students will be able to explain  chronological order of events. 1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**Students with needs alternative assessments * Students will create a tool time capsule. After reading the definition of tool and reading about how tools have helped archeologists understand ancient cultures, Students will decide on three tools that define our current culture best to future generations. Students will write a short description of each object and how it explains our society today.

Gifted or advanced students alternative assessment * Students will research a recent archaeological site or discovery and report on it to the class. Students will discuss what information the site has provided and the current condition. Students should also identify the threats to archeological sites in today’s world. (eg, warfare, rising water levels, rapid urban development)
 |
| **District/School Texts** | **District/School Supplementary Resources** |
| **Haddon Heights:** Horizons Social Studies: World History (Harcourt - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Barrington:** The World (Scott Foresman - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Lawnside:** Ancient CIvilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>M**erchantville:** Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  | NewsELABrainPopScholastic NewsHistory ChannelYouTubeQuizletKahootQuizizzKhan AcademyReadworksSmithsonian Tween Tribune[https://www.tweentribune.com/](https://www.tweentribune.com/dashboard/setup/students/)Softschools.com<http://www.softschools.com/language_arts/reading_comprehension/social_studies/>Common Lit<https://www.commonlit.org>History for Kids General<http://www.historyforkids.org/>Discovery Education<http://www.discoveryeducation.com/>Flocabulary<https://www.flocabulary.com/subjects/social-studies/>US History<http://www.ushistory.org/us/>Crash Course<https://www.youtube.com/user/crashcourse>Mr. Betts Class<https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA>Laughing Historically<https://www.youtube.com/channel/UC-0HhAL6vBLtQLknQhIr8qA>Disney The American Presidents<https://www.youtube.com/watch?v=Zm5uPqucnHk&list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T> |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**RH.6-8.1 RH.6-8.2RH.6-8.7RH.6-8.9 RH.6-8.10WHST.6-8.2 WHST.6-8.2.a.WHST.6-8.2.bWHST.6-8.2.cWHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6SL.6-8.1SL.6-8.4 SL.6-6.5SL.6-8.6  | **Math**3.MD.D.84.MD.A.24.MD.B.35.NF.A.25.NF.B.65.NF.B.7.c5.MD.B.26.RP.36.NS.C.56.NS.C.7.b6.NS.C.86.EE.C.96.SP.A6.SP.B | **Science**K-2-ETS1-1K-2-ETS1-21-LS1-11-LS1-21-ESS1-21-LS3-11-ESS1-11-ESS1-22-PS1-12-PS1-22-LS2-12-LS2-22-LS4-12-ESS1-12-ESS2-22-ESS2-33-LS1-13-LS3-23-LS4-13-LS4-13-LS4-33-LS4-43-ESS2-13-ESS2-23-ESS3-13-5-ETS1-13-5-ETS1-23-5-ETS1-34-PS3-44-ESS1-14-ESS2-14-ESS2-24-ESS3-14-ESS3-25-PS1-45-LS1-15-ESS3-1MS-ESS1-1 |
| **21st Century Skills/Career Education**CRP2. Apply appropriate academic and technical skills.CRP4. Communicate clearly and effectively and with reason.CRP5. Consider the environmental, social and economic impacts of decisions.CRP6. Demonstrate creativity and innovation.CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.CRP11.Use technology to enhance productivity.CRP12. Work productively in teams while using cultural global competence.9.2.4.A.2 9.2.8.B.3 9.3.12.AG.2 9.3.12.AG-ANI.49.3.12.AG-NR.3 9.3.12.AR-VIS.1 9.3.12.ED.2 9.3.IT.19.3.IT.4 9.3.IT-WD.109.3.ST.2 9.3.ST-SM.4 | **Technology**8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.* Understand and use technology systems.
* Select and use applications effectively and productively.

8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.* Advocate and practice safe, legal, and responsible use of information and technology.
* Demonstrate personal responsibility for lifelong learning.
* Exhibit leadership for digital citizenship.

8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.* Plan strategies to guide inquiry.
* Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
* Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
* Process strategies to guide inquiry.
 | MS-ESS1-4MS-ESS2-2MS-ESS2-3MS-ESS2-5MS-ESS2-6MS-ESS3-1MS-ESS3-2MS-ESS3-3MS-ESS3-4MS-LS2-4MS-LS4-1 |
| **Modifications and Accommodations** |
| **Special Education Students**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system | **English Language Learners**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out systemTPR Total Physical Response | **Students at Risk of School Failure**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |
| **Gifted and Talented**extension projectleveled textleadership rolesintentional groupingtargeted learning from assessmentDOK higher order questionsBlooms - analyze, evaluate, create  | **Students with 504 Plans**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |  |
| **Unit Duration: Instructional Days** |
| 40 days |

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| **STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**  |
| **Unit 2: River Valley Civilizations** |
| **ESTABLISHED GOALS** | **TRANSFER** |
| Mesopotamia* 6.2.8.A.2.a: Explain why different ancient river valley civilizations developed similar forms of government.
* 6.2.8.A.2.b: Explain how codifying laws met the needs of ancient river valley societies.
* 6.2.8.D.2.c: Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
* 6.2.8.B.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
* 6.2.8.B.3.a: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
* 6.2.8.A.3.b: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
* 6.2.8.B.2.b: Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
* 6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
* 6.2.8.D.2.d: Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
* 6.2.8.D.2.b: Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
* 6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

Egypt* 6.2.8.B.3.a: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
* 6.2.8.A.3.b: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
* 6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
* 6.2.8.D.2.b: Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
 | *Students will be able to independently use their knowledge to…** explain the purpose of laws.
* Identify geographic regions beneficial for Agriculture.
* Explain how humans alter the environment for our benefit and the consequences of altering the environment.
* Explain how the rise of human population led to new ideas, technology, culture, and political systems.
 |
| **MEANING** |
| UNDERSTANDINGS*Students will understand that…** Early civilizations developed along large river valleys (Tigris and Euphrates, Nile, etc.)
* Technology influences human ability to grow food, expand ideas, and conquer others.
* The development of polytheistic religions explained natural events and influenced political systems of early civilizations.
* Trade among early civilizations led to cooperation and conflict.
* Early building projects (pyramids, ziggurats, canals, etc.) highlight the power of civilizations and reflect society's values.
* Egypt and Kush developed along similar geography but had different cultures.
 | ESSENTIAL QUESTIONSHow did geographic challenges lead to the rise of city-states in Mesopotamia?* What were the most important achievements of the Mesopotamian empires? How did geography affect early settlement in Egypt, Kush, and Canaan?

What did the pharaohs of ancient Egypt accomplish, and how did they do it? How did social class affect daily life in ancient Egypt?How did location influence the history of Kush? |
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| **Unit 2: Grade 6 - Lessons** |
| [List of Sixth Grade Activities](https://docs.google.com/document/d/1SkglemN3UJfiglxHJxvHaQpgaILROs-WZe_m_gXvWuM/edit)Mesopotamia1. Design a Mesopotamian village that shows how to regulate water supply from the river.
2. Foundations of Wealth video series
3. Transcribe cuneiform tablets to English. Create your own cuneiform and have a classmate transcribe it.
4. Create a Mesopotamia museum exhibit.
5. Create a book jacket for a book titled Invasions of Mesopotamia
6. Research the evolution of writing. Look at one of the newest methods of writing: text messaging. Write a paragraph explaining how and why it was developed and why it is important using text-messaging abbreviations, words and symbols.
7. Guns, Germs, & Steel (National Geographic)

Egypt1. Use Egypt map to demonstrate topography and the flow of the Nile River.
2. Create an Egypt museum exhibit
3. Create a message or translate (hieroglyphics)
4. Journey to the Underworld Literary story.
5. Egyptian Gods Poster
6. Tourism commercial/ travel brochure
7. Compare and Contrast Egypt and Kush
8. Write a letter from a visitor from Egypt or Kush
 |
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Discussions with Peers in Small Groups/Pairs, Turn and talkPractice/HomeworkStrategic, H.O.T. (Higher Order Thinking) QuestioningGraphic OrganizersJournal Entry/Double Journal EntrySentence/Paragraph SummariesAnecdotal NotesSelf Evaluation RubricsComprehension Quizzes, AssessmentsVocabulary Assessments/QuizzesTeacher/Student ConferencingOpen Ended QuestionsOral AssessmentsExit tickets | Teacher created testsIndividual/Group PresentationsUnit projectsEnd of the Unit Writing Project with a rubricEnd of Unit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Marzano Proficiency Scale4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history. 3 - **Applying**: Students will be able to explain the  impact of events on later events.2 - **Developing-** students will be able to explain  chronological order of events. 1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**Students with needs alternative assessment* Students will create a commercial for an achievement by the mesopotamian cultures or Egyptian culture. Commercials should clearly identify the culture, the achievement and its benefits to civilization. Students should create a script and perform the commercial for the class. Students can then write a reflection on new achievements or inventions and their impact on today’s world.

Gifted or advanced student alternative assessment* Students will research how our local community demonstrates the 7 factors of civilization (1.Stable food supply 2.Social structure 3. System of government 4. Religious system.5. Highly developed culture 6. Advances in technology. 7. Written language.) Students will create a poster/map identifying the key factors and the examples just in their local community.

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| **District/School Texts** | **District/School Supplementary Resources** |
| **Haddon Heights**: Horizons Social Studies: World History (Harcourt - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Barrington:** The World (Scott Foresman - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Lawnside:** Ancient CIvilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Merchantville:** Ancient Civilizations: Through the Renaissance Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  | NewsELABrainPopScholastic NewsHistory ChannelYouTubeQuizletKahootQuizizzKhan AcademyReadworksSmithsonian Tween Tribune[https://www.tweentribune.com/](https://www.tweentribune.com/dashboard/setup/students/)Softschools.com<http://www.softschools.com/language_arts/reading_comprehension/social_studies/>Common Lit<https://www.commonlit.org>History for Kids General<http://www.historyforkids.org/>Discovery Education<http://www.discoveryeducation.com/>Flocabulary<https://www.flocabulary.com/subjects/social-studies/>US History<http://www.ushistory.org/us/>Crash Course<https://www.youtube.com/user/crashcourse>Mr. Betts Class<https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA>Laughing Historically<https://www.youtube.com/channel/UC-0HhAL6vBLtQLknQhIr8qA>Disney The American Presidents<https://www.youtube.com/watch?v=Zm5uPqucnHk&list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T> |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**RH.6-8.1 RH.6-8.2RH.6-8.7RH.6-8.9 RH.6-8.10WHST.6-8.2 WHST.6-8.2.a.WHST.6-8.2.bWHST.6-8.2.cWHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6SL.6-8.1SL.6-8.4 SL.6-6.5SL.6-8.6  | **Math**3.MD.D.84.MD.A.24.MD.B.35.NF.A.25.NF.B.65.NF.B.7.c5.MD.B.26.RP.36.NS.C.56.NS.C.7.b6.NS.C.86.EE.C.96.SP.A6.SP.B | **Science**K-2-ETS1-1K-2-ETS1-21-LS3-11-ESS1-11-ESS1-22-PS1-22-LS2-12-LS2-22-LS4-12-ESS1-12-ESS2-22-ESS2-33-LS1-13-LS3-23-LS4-13-LS4-33-LS4-43-ESS2-13-ESS2-23-ESS3-13-5-ETS1-13-5-ETS1-23-5-ETS1-34-PS3-44-ESS1-14-ESS2-14-ESS2-24-ESS3-14-ESS3-25-PS1-45-LS1-15-ESS3-1MS-ESS1-1MS-ESS2-6MS-ESS3-1MS-ESS3-2MS-ESS3-3MS-ESS3-4MS-LS2-4 |
| **21st Century Skills/Career Education**CRP2. Apply appropriate academic and technical skills.CRP4. Communicate clearly and effectively and with reason.CRP5. Consider the environmental, social and economic impacts of decisions.CRP6. Demonstrate creativity and innovation.CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.CRP11.Use technology to enhance productivity.CRP12. Work productively in teams while using cultural global competence.9.3.12.AG.2 9.3.12.AG-ANI.49.3.12.AG-NR.3 9.3.12.AR-JB.2 9.3.12.AR-VIS.3 9.3.12.ED.2 9.3.IT.4 9.3.IT-WD.109.3.ST.1 9.3.ST.6 9.3.ST-ET.1 | **Technology**8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.* Understand and use technology systems.
* Select and use applications effectively and productively.

8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.* Advocate and practice safe, legal, and responsible use of information and technology.
* Demonstrate personal responsibility for lifelong learning.
* Exhibit leadership for digital citizenship.

8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.* Plan strategies to guide inquiry.
* Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
* Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
* Process strategies to guide inquiry.
 |  |
| **Modifications and Accommodations** |
| **Special Education Students**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system | **English Language Learners**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out systemTPR Total Physical Response | **Students at Risk of School Failure**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |
| **Gifted and Talented**extension projectleveled textleadership rolesintentional groupingtargeted learning from assessmentDOK higher order questionsBlooms - analyze, evaluate, create  | **Students with 504 Plans**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |  |
| **Unit Duration: Instructional Days** |
| 40 days |

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| **STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**  |
| **Unit 3: River Valley Civilizations** |
| **ESTABLISHED GOALS** | **TRANSFER** |
| Indus Valley* 6.2.8.B.3.a: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
* 6.2.8.B.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
* 6.2.8.A.3.b: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

China* 6.2.8.D.3.d:Relate the Chinese dynastic system to the longevity of authoritarian rule in China.
* 6.2.8.B.3.a: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
* 6.2.8.B.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
* 6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
* 6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

Hebrews* 6.2.8.B.3.a: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
* 6.2.8.B.2.?:
 | *Students will be able to independently use their knowledge to…** Compare the geographic features of Mesopotamia and Egypt to India and China.
* Develop an understanding of various faiths in the world.
* Analyze various types of government and its effectiveness at solving problems.
 |
| **MEANING** |
| UNDERSTANDINGS*Students will understand that…** The Indus Valley is home to one of the world’s oldest civilizations.
* Hinduism is based off of beliefs written in the Vedas.
* Buddhism is a belief system based off the teachings of The Buddha.
* Technology, culture, and art from China and India influence the world today.
* Confucianism, Daoism, and Legalism are Chinese philosophies that attempt to bring order to society.
* The Hebrew people developed in the desert regions of the Middle East.
* The Hebrew faith developed into Monotheism.
* Jewish diaspora and anti-semitism have led to many atrocities such as the holocaust.
 | ESSENTIAL QUESTIONSHow did geography affect early settlement in India?What can artifacts tell us about daily life in Mohenjo Daro to learn about daily life in the Indus valley civilization?What are the origins and beliefs of Hinduism?What are the main beliefs and teachings of Buddhism?How did Ashoka unify the Mauryan Empire and spread Buddhist values?Why is the period during the Gupta Empire known as the “golden age”?How did geography affect life in ancient China?What do Shang artifacts reveal about this civilization?How did Confucianism, Daoism, and Legalism influence political rule in ancient China?Was the Emperor of Qin an effective leader?In what ways did the Han dynasty improve government and daily life in China?How did the Silk Road promote an exchange of goods and ideas?How did Judaism originate and develop?What are the central teachings of Judaism, and why did they survive to modern day?* What is anti-semitism and how did originate?
* What was the Holocaust?
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| **Unit 3: Grade 6 - Lessons** |
| [List of Sixth Grade Activities](https://docs.google.com/document/d/1SkglemN3UJfiglxHJxvHaQpgaILROs-WZe_m_gXvWuM/edit)India1. Create a map of India (geographic regions).
2. Compare the monsoon to our weather pattern.
3. Create a magazine cover for an archaeological exhibit in India.
4. Create a visual timeline (comic strip) that shows the transition of Siddhartha Gautama to the Buddha.
5. Use google maps to find local Hindu, Jain and Buddhist Temples.
6. Hindu architecture report
7. India Achievements group project (mathematics, technology, astronomy, medicine, literature, architecture)

 China1. Create map of China that highlights geographic regions (mountains, deserts, river valleys).
2. Role play ruler philosophy.
3. Create comparison chart of Philosophies.
4. Create dynastic cycle chart (put cycle in order).
5. Present achievements of China (medicine, science, technology, military, culture).
6. Writing prompt: is Shi Huangdi a good ruler? - cite text evidence
7. Silk Road- math activity (use the grid of products to cities to analyze trade deals).
8. The Great Wall debate: groups will research and debate whether to build a Great Wall or not.

Hebrews1. Geography of Middle east, Location of key sites Jerusalem, Mt. Sinai, Jordan River
2. Oral reading: "A Brief History of Anti-Semitism" <http://www.adl.org/assets/pdf/education-outreach/Brief-History-on-Anti-Semitism-A.pdf>
3. View video: Auschwitz (14:22) <http://www.worldjewishcongress.org/en/videos/auschwitz-the-documentary>
4. <https://www.youtube.com/watch?v=gwf7nNQ_qI4> (3:08-21:51

 A. Yarko & Daniel (Israeli): 3:08-5:50 B. Mahmoud (Palestinian): 5:50-8:49 C. Shlomo (Israeli): 8:49-11:20 D. Sanabel (Palestinian) 11:20-15:54 E. Faraj (Palestinian) 15:54-18:01 F. Moishe (Israeli) 18:01-21:511. --View videos & write down any main points that each tries POV to make PALESTINIAN: <https://www.youtube.com/watch?v=r0O2cgmozJA> (5:41)

ISRAELI <https://www.youtube.com/watch?v=rTYTapDUAmI> (5:39)1. [Https://sites.psu.edu/anaouf2/files/2017/02/israel-palestine\_map\_19225\_2469-vrwani.jpg](https://sites.psu.edu/anaouf2/files/2017/02/israel-palestine_map_19225_2469-vrwani.jpg)
2. View video: David vs. Goliath <http://www.youtube.com/watch?v=Y7WT4Y08o_s> (5:57)
3. View video: Solomon’s wisdom <https://www.youtube.com/watch?v=5ExJtFgD45c>
 |
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Discussions with Peers in Small Groups/Pairs, Turn and talkPractice/HomeworkStrategic, H.O.T. (Higher Order Thinking) QuestioningGraphic OrganizersJournal Entry/Double Journal EntrySentence/Paragraph SummariesAnecdotal NotesSelf Evaluation RubricsComprehension Quizzes, AssessmentsVocabulary Assessments/QuizzesTeacher/Student ConferencingOpen Ended QuestionsOral AssessmentsExit tickets | Teacher created testsIndividual/Group PresentationsUnit projectsEnd of the Unit Writing Project with a rubricEnd of Unit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Marzano Proficiency Scale4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history. 3 - **Applying**: Students will be able to explain the  impact of events on later events.2 - **Developing-** students will be able to explain  chronological order of events. 1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**Students with needs alternative assessments* Create a travel poster to one of the three cultures we studied in this unit (India, China, Israel) Posters should identify sites and places that reflect the country’s historical, religious, military and political culture. Each site should be clearly identified and described on the poster. Descriptions should include why the site is important to understanding the culture.

Gifted and Advanced student alternative assessment* Students will create a religion guide book. Students will research the religions identified in this unit as well as the offshoots and sects of each religion. Students will create an informational page on each religion identifying its key concepts, founding, major texts or writings, tenants, and region of coverage. Guidebooks should be bound with and attractive cover and a introduction page.
 |
| **District/School Texts** | **District/School Supplementary Resources** |
| **Haddon Heights:**  Horizons Social Studies: World History (Harcourt - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Barrington:**  The World (Scott Foresman - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Lawnside:**  Ancient CIvilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Merchantville:**  Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  | NewsELABrainPopScholastic NewsHistory ChannelYouTubeQuizletKahootQuizizzKhan AcademyReadworksSmithsonian Tween Tribune[https://www.tweentribune.com/](https://www.tweentribune.com/dashboard/setup/students/)Softschools.com<http://www.softschools.com/language_arts/reading_comprehension/social_studies/>Common Lit<https://www.commonlit.org>History for Kids General<http://www.historyforkids.org/>Discovery Education<http://www.discoveryeducation.com/>Flocabulary<https://www.flocabulary.com/subjects/social-studies/>US History<http://www.ushistory.org/us/>Crash Course<https://www.youtube.com/user/crashcourse>Mr. Betts Class<https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA>Laughing Historically<https://www.youtube.com/channel/UC-0HhAL6vBLtQLknQhIr8qA>Disney The American Presidents<https://www.youtube.com/watch?v=Zm5uPqucnHk&list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T> |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**RH.6-8.1 RH.6-8.2RH.6-8.7RH.6-8.9 RH.6-8.10WHST.6-8.2 WHST.6-8.2.a.WHST.6-8.2.bWHST.6-8.2.cWHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6SL.6-8.1SL.6-8.4 SL.6-6.5SL.6-8.6  | **Math**3.MD.D.84.MD.A.24.MD.B.35.NF.A.25.NF.B.65.NF.B.7.c5.MD.B.26.RP.36.NS.C.56.NS.C.7.b6.NS.C.86.EE.C.96.SP.A6.SP.B | **Science**K-2-ETS1-1K-2-ETS1-2K-2-ETS1-31-LS3-11-ESS1-11-ESS1-22-LS2-12-LS2-22-LS4-12-ESS1-12-ESS2-22-ESS2-33-LS1-13-LS3-23-LS4-33-LS4-43-ESS2-13-ESS2-23-ESS3-14-PS3-44-ESS1-14-ESS2-14-ESS2-24-ESS3-14-ESS3-25-PS1-45-LS1-15-ESS3-1MS-ESS2-5MS-ESS2-6MS-ESS3-1MS-ESS3-2MS-ESS3-3MS-ESS3-4MS-LS2-4 |
| **21st Century Skills/Career Education**CRP2. Apply appropriate academic and technical skills.CRP4. Communicate clearly and effectively and with reason.CRP5. Consider the environmental, social and economic impacts of decisions.CRP6. Demonstrate creativity and innovation.CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.CRP11.Use technology to enhance productivity.CRP12. Work productively in teams while using cultural global competence.9.2.4.A.2 9.2.8.B.3 9.3.12.AG.1 9.3.12.AG-NR.3 9.3.12.AR-VIS.3 9.3.12.ED.2 9.3.GV-FIR.19.3.GV-GOV.39.3.IT.19.3.IT.4 9.3.IT-WD.109.3.MK.99.3.MK-COM.19.3.ST.2 9.3.ST-SM.49.3.12.TD.1  | **Technology**8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.* Understand and use technology systems.
* Select and use applications effectively and productively.

8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.* Advocate and practice safe, legal, and responsible use of information and technology.
* Demonstrate personal responsibility for lifelong learning.
* Exhibit leadership for digital citizenship.

8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.* Plan strategies to guide inquiry.
* Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
* Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
* Process strategies to guide inquiry.
 |  |
| **Modifications and Accommodations** |
| **Special Education Students**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system | **English Language Learners**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out systemTPR Total Physical Response | **Students at Risk of School Failure**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |
| **Gifted and Talented**extension projectleveled textleadership rolesintentional groupingtargeted learning from assessmentDOK higher order questionsBlooms - analyze, evaluate, create  | **Students with 504 Plans**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |  |
| **Unit Duration: Instructional Days** |
| 40 days |

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| **STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.** |
| **Unit 4: Classical Civilizations** |
| **ESTABLISHED GOALS**  | **TRANSFER** |
| Greece* 6.2.8.A.3.c: Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
* 6.2.8.A.3.d: Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
* 6.2.8.A.3.e: Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
* 6.2.8.B.3.b: Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
* 6.2.8.A.3.c: Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
* 6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
* 6.2.8.D.3.e: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
* 6.2.8.D.3.c: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Rome* 6.2.8.A.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
* 6.2.8.D.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
* 6.2.8.C.3.b: Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
* 6.2.8.D.3.c: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
* 6.2.8.D.3.d: Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
 | *Students will be able to independently use their knowledge to…** Compare political systems (democracy vs. Republic)
* Describe how Greece and Rome built the foundations of our modern democratic-republic.
* Greek philosophers used science and reason to discover rules of nature, astronomy, and mathematics.
* Roman contributions to architecture are found in our everyday lives.
 |
| **MEANING** |
| UNDERSTANDINGSStudents will understand that…* The Greek peninsula is a land of mountains and surrounded by seas.
* Democracy was created in Ancient Athens.
* Greek mythology was used to explain natural events and showcase ideal human characteristics.
* Athens and Sparta developed different cultures (education vs. military)
* Compare and contrast Greece and Persia.
* Greek scientists questioned the world around them and created the scientific process
* Compare and contrast Greek democracy and Roman Republic.
* Explain the downfall of the Roman Republic and the rise of the Roman Empire.
* The Roman architectural achievements are still influential today.
* Describe factors that led to the decline of the Roman Empire.
 | ESSENTIAL QUESTIONSHow did geography influence settlement and way of life in ancient Greece?How did democracy develop in ancient Greece?What were the major differences between Athens and Sparta?What factors influenced the outcome of the Persian wars?What were the major cultural achievements of Athens?How did Alexander build his empire?How did ancient Greece contribute to the modern world?How did the Etruscans and Greeks influence the development of Rome?What were the characteristics of the Roman Republic and how did they change over time?Did the benefits of Roman expansion outweigh the costs?How did wealth affect daily life in the Roman Empire?How did Christianity originate and spread?How do the beliefs and practices of Christianity shape Christians’ lives?To what extent does ancient Rome influence us today? |
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| **Unit 4: Grade 6 - Lessons** |
| [List of Sixth Grade Activities](https://docs.google.com/document/d/1SkglemN3UJfiglxHJxvHaQpgaILROs-WZe_m_gXvWuM/edit)1. Create a trade map of Greek peninsula and mediterranean region
2. Create a types of government reference chart, include images as examples, include pros and cons. (monarchy, oligarchy, tyranny, democracy)
3. Research prompt: Retell the story of the Persian Wars from the Persian perspective.
4. Role play: trial of Archimedes; what does it mean to be a citizen?
5. Trojan War <https://www.youtube.com/watch?v=9RYGQQ_qybY>
6. Create a Hall of Greek heroes exhibit
7. Venn diagram: Athens vs. Sparta
8. Alexander the Great: comic strip timeline- what makes him great?
9. Alexander the Great-Reporter on the scene battle summary
10. Analyze and interpret quotes from Socrates, Plato, Aristotle
11. Greek theater- drama, tragedy, comedy
12. Compare Ancient Greek to modern architecture (i.e., Capitol Hill, White House, Supreme Court, local buildings)why do we copy Greek style?
13. Olympics simulation
 |
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Discussions with Peers in Small Groups/Pairs, Turn and talkPractice/HomeworkStrategic, H.O.T. (Higher Order Thinking) QuestioningGraphic OrganizersJournal Entry/Double Journal EntrySentence/Paragraph SummariesAnecdotal NotesSelf Evaluation RubricsComprehension Quizzes, AssessmentsVocabulary Assessments/QuizzesTeacher/Student ConferencingOpen Ended QuestionsOral AssessmentsExit tickets | Teacher created testsIndividual/Group PresentationsUnit projectsEnd of the Unit Writing Project with a rubricEnd of Unit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Marzano Proficiency Scale4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history. 3 - **Applying**: Students will be able to explain the  impact of events on later events.2 - **Developing-** students will be able to explain  chronological order of events. 1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**Students with needs alternative assessment * Students will research the civic duties of the Greek, Rome and modern American citizens. Students will create a poster identifying how the duties of each culture have remained the same and how they have changed. Students will also identify the requirements to become a citizen for each civilization and compare the similarities and differences.

Gifted and advanced students alternative assessment* Students will research and analyze the strengths and weaknesses of the following explanations for the fall of Rome, 1. Christianity ruined Rome, 2. Roman values declined as non-Italians took over, 3. Lead poisoning affected the leadership, 4. The plague, 5. Slavery stopped Rome from creating new technology 6. The political system broke down. Students will rank the explanations according to their reading and research. Students will then write a reflection essay on the topic “ Are any of these explanations being used to theorize America is heading for a fall and do you agree or disagree”
 |
| **District/School Texts** | **District/School Supplementary Resources** |
| **Haddon Heights:** Horizons Social Studies: World History (Harcourt - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Barrington:** The World (Scott Foresman - 2005); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Lawnside:** Ancient CIvilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Merchantville:** Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>  | NewsELABrainPopScholastic NewsHistory ChannelYouTubeQuizletKahootQuizizzKhan AcademyReadworksSmithsonian Tween Tribune[https://www.tweentribune.com/](https://www.tweentribune.com/dashboard/setup/students/)Softschools.com<http://www.softschools.com/language_arts/reading_comprehension/social_studies/>Common Lit<https://www.commonlit.org>History for Kids General<http://www.historyforkids.org/>Discovery Education<http://www.discoveryeducation.com/>Flocabulary<https://www.flocabulary.com/subjects/social-studies/>US History<http://www.ushistory.org/us/>Crash Course<https://www.youtube.com/user/crashcourse>Mr. Betts Class<https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA>Laughing Historically<https://www.youtube.com/channel/UC-0HhAL6vBLtQLknQhIr8qA>Disney The American Presidents<https://www.youtube.com/watch?v=Zm5uPqucnHk&list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T> |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**RH.6-8.1 RH.6-8.2RH.6-8.7RH.6-8.9 RH.6-8.10WHST.6-8.2 WHST.6-8.2.a.WHST.6-8.2.bWHST.6-8.2.cWHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6SL.6-8.1SL.6-8.4 SL.6-6.5SL.6-8.6  | **Math**3.MD.D.84.MD.A.24.MD.B.35.NF.A.25.NF.B.65.NF.B.7.c5.MD.B.26.RP.36.NS.C.56.NS.C.7.b6.NS.C.86.EE.C.96.SP.A6.SP.B | **Science**K-2-ETS1-1K-2-ETS1-2K-2-ETS1-32-LS4-12-ESS2-22-ESS2-33-LS3-23-LS4-43-ESS2-13-ESS2-24-ESS2-14-ESS2-25-LS1-15-ESS3-1MS-ESS3-1MS-ESS3-2MS-ESS3-3MS-ESS3-4MS-ETS1-1MS-ETS1-2MS-ETS1-3MS-ETS1-4MS-LS2-4 |
| **21st Century Skills/Career Education**CRP2. Apply appropriate academic and technical skills.CRP4. Communicate clearly and effectively and with reason.CRP5. Consider the environmental, social and economic impacts of decisions.CRP6. Demonstrate creativity and innovation.CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.CRP11.Use technology to enhance productivity.CRP12. Work productively in teams while using cultural global competence.9.2.4.A.2 9.2.8.B.1 9.3.12.AG.1 9.3.12.AG.2 9.3.12.AR-JB.2 9.3.12.AR-VIS.3 9.3.12.ED.2 9.3.GV.1 9.3.GV-FIR.19.3.GV-GOV.19.3.GV-GOV.29.3.GV-GOV.39.3.IT.4 9.3.IT-WD.109.3.MK.99.3.ST.2 9.3.ST-SM.4 | **Technology**8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.* Understand and use technology systems.
* Select and use applications effectively and productively.

8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.* Advocate and practice safe, legal, and responsible use of information and technology.
* Demonstrate personal responsibility for lifelong learning.
* Exhibit leadership for digital citizenship.

8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.* Plan strategies to guide inquiry.
* Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
* Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
* Process strategies to guide inquiry.
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| **Modifications and Accommodations** |
| **Special Education Students**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system | **English Language Learners**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out systemTPR Total Physical Response | **Students at Risk of School Failure**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |
| **Gifted and Talented**extension projectleveled textleadership rolesintentional groupingtargeted learning from assessmentDOK higher order questionsBlooms - analyze, evaluate, create  | **Students with 504 Plans**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |  |
| **Unit Duration: Instructional Days** |
|  40 days |