



Stafford Township School District

Social Studies Curriculum Grade 6

2020 New Jersey Student Learning Standards – Social Studies

https://www.nj.gov/education/standards/socst/docs/2020NJSLs-SS_by_Standard.pdf

Original Adoption: September 12, 2022

Philosophy

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, cultures of the past and present, the Holocaust, and the Amistad Movement. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will 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.

New Jersey Statutes

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Laura Wooten Law: N.J.S.A. 18A:35-41 Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Inclusivity/LGBTQ/Disabilities

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people. This course will address the following

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive **social change**.
- Members of the LGBT community and persons with disabilities are an integral part of the tapestry of history and society, both in America and around the globe.
- Throughout history, members of the LGBT community and persons with disabilities have made significant contributions in the areas of political, economic, and social life.
- At various times and places, members of the LGBT community and persons with disabilities have demonstrated leadership and made enduring accomplishments in the area of politics and government.
- Members of the LGBT community and persons with disabilities have contributed to economic development through the creation of new inventions and various scientific discoveries.
- See what influences affect historical perspectives
- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media, representations and materials used in history
- Always address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in calls
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Address stereotypes and promote inclusive conversations about gender and sexual identity in history.
- Avoid binary assumptive language and use appropriate gender-inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Structure and Coding of the NJSLS-SS

• 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.

• 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

• 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

<p>Civics, Government and Human Rights (Civics)</p> <ul style="list-style-type: none"> ● Civic and Political Institutions (PI) ● Participation and Deliberation (PD) ● Democratic Principles (DP) ● Processes, Rules and Laws (PR) ● Human and Civil Rights (HR) ● Civic Mindedness (CM) 	<p>Geography, People, and the Environment (Geo)</p> <ul style="list-style-type: none"> ● Spatial Views of the World (SV) ● Human Population Patterns (PP) ● Human Environment Interactions (HE) ● Global Interconnections (GI)
<p>Economics, Innovation and Technology (Econ)</p> <ul style="list-style-type: none"> ● Economic Ways of Thinking (ET) ● Exchanges and Markets (EM) ● National Economy (NE) ● Global Economy (GE) 	<p>History, Culture and Perspectives (History)</p> <ul style="list-style-type: none"> ● Continuity and Change (CC) ● Understanding Perspectives (UP) ● Historical Sourcing and Evidence (SE) ● Claims and Argumentation (CA)

Unit 1: The Beginnings of Human Society

Duration: 21 Days (September – October)

Standards

- 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

**Interdisciplinary Connections
ELA Standards**

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Computer Science and Design Thinking

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.CS.2: Design a system that combines hardware and software components to process data.
- 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.
- 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.
- 8.1.8.DA.5: Test, analyze, and refine computational models.
- 8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
- 8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users.
- 8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.

- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
- 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- 8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

Career Readiness, Life Literacies, and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.3.12.TD-SYS.3 Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.
- 9.3.ST-ET.6 Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.
- 9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Understand that technological advancements impact all aspects of the development of a society. ● Throughout history humans have developed technology and skills to help them survive. ● People may move as individuals or as a group and absorb or pass on ideas. ● Slaves are usually moved against their will. ● People move for economic, political, or religious reasons. 	<ul style="list-style-type: none"> ● How does the development of technology affect the development of a society? ● What are the consequences of technology? ● Why do people migrate?
<p><u>Inclusivity/LGBTQ and Individuals with Disabilities Resources</u> oGroup Discussion: Compare the role of women in Paleolithic society with the role of women in American society today. How are they alike? How are they different? The Oldest Gay Men https://abcnews.go.com/US/oldest-gay-man/story?id=13320808</p>	<ul style="list-style-type: none"> ●
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p><u>The Stone Age WebQuest</u> Introduction The producer of the reality show "Survivor" has invited you to help him produce a new T.V. reality show. Instead of a show that takes place on a remote island with bikini-clad contestants, this show will be the polar opposite. "Stone Age" will be a new reality show consisting of an entirely different climate and way of life. This three-episode T.V. reality show will depict the Paleolithic Era (Old Stone Age), the Mesolithic Era (Middle Stone Age), and the Neolithic Era (New Stone Age) throughout</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Tests ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records

each episode. It is your job to help produce this show by collecting accurate information to portray life during the Stone Ages

Task: Each person in your group will choose a job for this project as described below:

1. Sociologist - This person is in charge of finding evidence of how people lived during each era of the Stone Age. They will determine if people lived in societies, were nomadic, etc. They will also look at the art, tools, evidence of language, ceremonies and burial rites of the day. Additionally, they will determine if there was any evidence of fire and how it was used.

2. Nutritionist - This person will provide information on the diet of prehistoric man throughout the different eras during the Stone Age. They will supply information about how food was acquired and how it was shared.

3. Meteorologist - This person is responsible for providing information about the climate changes from the Ice Age through the Neolithic Revolution. They will provide evidence of necessary adaptations and development due to the climate change.

4. Anthropologist - This person will describe early man's changes in physical size during each era. They will also describe the various habitats through migration based on where fossils have been found.

Upon gathering this information - the group will compile all of their information to design the three-week T.V. show "Stone Age". They will create a presentation depicting the changes in development and growth for each era during the Stone Age. They will also design challenges for the contestants and decide how contestants win or lose the game.

- Literature Circles

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece
- Interim Assessment
- Performance Assessments

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z
- Social Studies related Achieve 3000 Levelled Articles
- Fundamentals Unlimited Books and Assessments

Vocabulary

Prehistory, archaeology, archaeologist, migrate, glacier, artifact, technology, domesticate, harvest, excavation site, agriculture, surplus, nomad, social division, climate, carbon dating, culture, anthropology, landform, geography, diverse

Knowledge and Skills

Content	Skills
<p><i>Students will know....</i></p> <ul style="list-style-type: none">● The social organization of early hunters/gatherers and those who lived in early agrarian societies● Aspects of the Paleolithic Age● Aspects of the Neolithic Age● The location of the East African region● The various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas● The impact of migration on lives of the migratory hunters/gathers and on the shaping of societies● How nomadic and agrarian societies used land and natural resources● The impact of technological advancements on hunter/gatherer and agrarian societies● The relationship of the agricultural revolution to population growth and the subsequent development of civilizations● How archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records● The difference of pre-agricultural and post-agricultural periods in terms of relative length of time● The Beginnings of Human Society: Paleolithic and Neolithic Ages Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.● The agricultural revolution led to an increase in population, specialization of labor, new forms of social	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none">● Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies● Compare and contrast how nomadic and agrarian societies used land and natural resources.● Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas● Describe the impact of migration on lives of the migratory hunters/gathers and on the shaping of societies● Explain the impact of technological advancements on hunter/gatherer and agrarian societies.● Relate the agricultural revolution to population growth and the subsequent development of civilizations.● Explain how archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records.● Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

<p>organization, and the beginning of societies.</p> <ul style="list-style-type: none"> • Archaeology provides historical and scientific explanations for how ancient people lived. 	
Instructional Plan	
Suggested Activities	Resources
Students will actively engaged in a Catal Hoyuk Web Lesson	http://www.smm.org/catal/
Students will complete Cave Art in Lascaux webquest and tour the caves virtually	http://www.classzone.com/webquest/u1/worksheet_lascaux.cfm
Make cave art depicting student's signature (hand), technology (fire), food (animals), people hunting, stars, sun and moon, bow and arrows	Use paper bags and chalk
Discovery Education Media Video: World History: Pre-History Segments: The Iceman Discovered; The Earliest Human Migration	http://www.discoveryeducation.com
<p>Early People: Students will evaluate the survival benefits and drawbacks of various human tools. Students will also recognize the importance of tools to early human survival.</p> <p>Divide class into groups of 4-6 and assign each group as either warm weather or cold weather environment. Present a list of various early tools (fishing hook and string, spear, animal skins, grinding rock, fur clothing, etc.) to each group. Group members should select tools appropriate for their environment. Ask students to write about the usefulness of their chosen items and how they plan to use them effectively. Give students the opportunity to trade for items that they think would be more beneficial. Students can present their results to the class and compare the items they selected with groups of a similar environment.</p>	List of early tools
Literature	

Textbook: <i>The World</i> , Scott Forsman; 2005. <i>Evolution</i> By: DK and Dr. Alice Roberts <i>Earth Children</i> (series) By: Jean M. Auel <i>First Americans</i> (series) By: Michael and Kathleen O'Neal Gear <i>First Americans</i> (series) By: William Sarabande <i>Early Humans</i> By: DK Publishing	
Websites	
Kid Past	http://www.kidspast.com/world-history/0001-prehistoric-humans.php
Discovery Channel	http://dsc.discovery.com/convergence/landofmammoth/eyecandy/intro.html http://dsc.discovery.com/videos/prehistoric-new-york/ http://dsc.discovery.com/games/iceworld/game/game.html
The Mammoth Site	http://www.mammothsite.com/
Mr. Donn	http://ancienthistory.mrdonn.org/EarlyMan.htm
National Geographic	http://ngm.nationalgeographic.com/ngm/0508/feature2/index.html
Cave Painting	http://www.visual-arts-cork.com/prehistoric/cave-painting.htm
Chauvet Cave	http://www.culture.gouv.fr/culture/arcnat/chauvet/en/
Lascaux Cave	http://www.lascaux.culture.fr/#/fr/00.xml
Owl Teacher	http://www.owlteacher.com/prehistory.html
PBS	http://www.pbs.org/wgbh/nova/first/radiocarbon.html
American Museum of Natural History	http://www.amnh.org/ology/archaeology#
CMS Curriculum Companion	http://www.socialstudiescms.com/humanorigins
Accommodations & Modifications	
English Language Learners <ul style="list-style-type: none"> • Pre-teach vocabulary 	

- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds

- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction

- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing
- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

Students with 504 Plans

- Provide differentiated instruction as needed
- Follow all 504 Plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction

Students at Risk of Failure:

- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues

- Provide manipulatives
- Frequently check for understanding

Unit 2: Early Civilizations and the Emergence of Pastoral

Peoples: Early River Valley: Mesopotamia

Holocaust Mandate

Amistad Mandate

Duration: 18 Days (November – January)

Standards

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq);
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Interdisciplinary Connections

ELA Standards

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Computer Science and Design Thinking

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
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Career Readiness, Life Literacies, and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

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Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Technology is the use of knowledge and skills and affects politics, economics, and culture. ● Slavery existed in the economic and social structures of early river valley civilizations. ● Slavery has existed throughout history. ● Societies can be transformed by technology, the push to develop it can have unintended effects. ● Communities of believers can influence culture and government and provide stability to a society. ● Religious expression as art may add value to a culture. ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. ● Geography affects how people and things move and where civilizations develop. 	<ul style="list-style-type: none"> ● How does the development of technology affect the development of a society? ● What are the consequences of technology? ● How did slavery exist in the economic and social structures of early river valley civilizations? ● Has slavery changed throughout history? ● Why do people migrate?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<u>Mesopotamia Times Newspaper</u> – Students will create a class Mesopotamia Times Newspaper by write articles, want ads,	Formative Assessments <ul style="list-style-type: none"> ● Teacher observations

classifieds, editorials, etc. Each element of the newspaper needs to relate to a different aspect of the unit. This can include Mesopotamian life, such as government, music, art, religion, etc.

- Performance assessments
- Exit slips/ Slate Assessments
- Daily class work
- Project based activities
- Open Ended Questions
- Weekly Tests
- Writer's Workshop
- Class Discussions
- Reading Responses
- Literature Circles

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Interim Assessment
- Performance Assessments
- Tests
- Quizzes National/State/
- District Wide Assessments

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z
- Social Studies related Achieve 3000 Leveled Articles
- Fundamentals Unlimited Books and Assessments

Vocabulary

Civilization, fertile, plain, plateau, irrigation, city-state, region, artisan, ziggurat, society, polytheism, scribe, cuneiform, conquer, empire, dynasty, conquest, covenant, monotheism, slavery, descendant, synagogue, barter

Knowledge and Skills

Content: *Students will know....*

- The Fertile Crescent sustained the first known civilization.
- Sumer had a class system in which priests and kings held power.
- Sargon conquered Sumerian city-states to create an empire.
- Hammurabi’s Code defined laws that united the empire.
- Assyrians and Persians created and governed vast empires.
- Mesopotamians cultures mad lasting governed vast empires.
- Slavery takes away the rights and freedoms of others.
- Slavery has existed throughout history.
- Phoenicians spread Mesopotamian civilizations through ocean trade.
- The Phoenician alphabet was a significant contribution.
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- The Phoenician alphabet was a significant contribution.

Skills: Students will be able to ...

- Identify main ideas and details about the Standard of Ur.
- Identify and create a modern “standard.”
- Analyze causes and effects of the first empires.
- Draw conclusions about Hammurabi’s Code and its impact of modern laws.
- Summarize how Assyrian and Persian empires were governed.
- Explain how slavery has changed throughout history.
- Describe how slavery takes away the rights and freedoms of others and how slavery has progressed throughout history.
- Work in teams to plan Babylon’s restoration.
- Summarize information about the Phoenicians. Categorize information to conduct a Phoenician trade exercise.

Instructional Plan

Suggested Activities:

Students can create their own Ziggurat out of clay to better understand the structures that the ancient Mesopotamian people built.

Resources

Clay, sponge, utensils to shape clay
 E-How Instructions:
http://www.ehow.com/how_10003109_make-pop-up-ziggurat-temple.html

Hammurabi's Code Art – Students pick various laws from Hammurabi's Code and depict them in visual form. As an extension/alternative to the Social Classes Diagram, they could make pictures to show how different social classes would be treated under the law according to Hammurabi.	Laws from Hammurabi's code
Epic of Gilgamesh Comic Book – students tell the story in comic book form including comic-style drawings, dialogue, and/or captions.	Paper for comic book, draw and coloring supplies, information about the Epic of Gilgamesh
Hall of Fame Mesopotamia – biographical descriptions of important Mesopotamians (Sargon, Hammurabi, Moses, Nebuchadnezzar, etc...). Maybe have the class or groups rank them based on importance and have a debate on who should be in and who should be out.	Information about important Mesopotamian people
Research how slavery has changed throughout history. Present the findings via Google slides, Google classroom, or on a traditional poster board.	Various websites and literature that discuss the history of slavery.
Achieve 3000 Writer: Write an article for Achieve 3000 that provides a historical look at slavery and how it has changed throughout history. Follow the Achieve format and create 8 questions to accompany your article.	Achieve 3000
Research an African American and write a persuasive essay why this person should be nominated for his/her contributions to society.	Achieve 3000 articles, Amistad website, and classroom library literature.
Read and explore texts from Kids Discover Magazine and the Schoolwide Culture Shapes Perspective unit to learn more information about the topics in this unit.	Kids Discover Magazine, Schoolwide Culture Shapes Perspectives unit
Visual Almanac of Mesopotamian Achievements – Students draw pictures and write brief informational captions about some of the many achievements/inventions of the Mesopotamians.	Information about Mesopotamia (textbook, internet), drawing supplies, paper
Mesopotamia Collage - Have students use the computer to find photos (or magazines, if available) to make a collage showing different aspects of Mesopotamian civilization.	Internet access to find and gather pictures

Literature

Textbook: *The World*, Scott Forsman; 2005.
Gilgamesh the King By: Ludmila Zeman
The Revenge of Ishtar By: Ludmila Seman
The Last Quest of Gilgamesh By: Ludmila Zeman
The Watsons Go to Birmingham- 1963 By: Christopher Paul Curtis
Jump Ship to Freedom By: James Collier
Worlds Apart By: Kathleen Karr
Freedom Over Me By: Ashley Bryan
Lugalbanda By: Kathy Henderson
DK Eyewitness Mesopotamia By: Philip Steele
The Golden Bull By: Marjorie Cowley
Ancient Mesopotamia: Sumerians, Babylonians, Assyrians By: Virginia Schomp
Gilgamesh the Hero By: Geraldine McCaughrean

Websites

Mesopotamia Project	http://www.projecthistoryteacher.com/2006/10/teaching-ancient-mesopotamia-project.html
Ancient Mesopotamia Information	http://www.ancientmesopotamians.com/websites-on-mesopotamia.html
Ancient Mesopotamia Student Activities	http://mesopotamia.mrdonn.org/
Discovery Education Media	www.discoverykids.com
Amistad Commission Interactive Curriculum	http://www.njamistadcurriculum.net/
Achieve 3000	https://www.achieve3000.com/
Digital History: Slavery in the Ancient, Medieval, and early Modern Worlds	http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3027
History: Slavery in America	https://www.history.com/topics/black-history/slavery
Flocabulary	http://www.flocabulary.com
Brain Pop	http://www.brainpop.com
Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City	http://www.archives.gov/northeast/nyc.com

Project suggestions, multiple intelligences	http://www.projecthistoryteacher.com/2006/10/teaching-ancient-mesopotamia-project.html
CMS Curriculum Companion	http://www.socialstudiescms.com/mesopotamia
Holocaust Remembrance Day:	https://docs.google.com/presentation/d/1fEqQEvO6TV2zYAlqMKVlyJvY_4Glw_F0qojxlclS78/edit#slide=id.p
Accommodations & Modifications	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Preteach vocabulary ● Meet prior to working independently to ensure directions/expectations are understood ● Create graphic organizers that are scaffolded ● Meet small group prior to lesson to build background knowledge ● Provide extra time ● Peer tutoring or partner learning ● Activate and build background knowledge ● Use visual aids and gestures ● Outlining or providing notes for the student ● Associating new vocabulary with pictures ● Modeling and Think Alouds ● Show examples of finish products ● Shared writing opportunities ● Teacher-Student Conferencing to check and monitor understanding ● Partner activities or peer tutoring ● Provide student with a study guide for tests and quizzes ● Provide the student with accountable talk/discussion starter stems ● Chunk the texts into manageable pieces ● Summarize information as it is read ● Preview lesson and pre-teach new vocabulary ● Utilize small group instruction to review key ideas from the lesson 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Ask open-ended questions ● Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create) 	

- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group

- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction
- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing
- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

Students with 504 Plans

- Provide differentiated instruction as needed
- Follow all 504 Plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
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Students at Risk of Failure:

- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding

Unit 3: Early Civilizations and the Emergence of Pastoral Peoples: Egypt	Duration: 13 Days (January – February)
Standards	
<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures. ● 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations. ● 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). ● 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. ● 6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. ● 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. ● 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. ● 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations. ● 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline 	
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Visual and Performing Arts Standards

1.1.8. C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.

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- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Essential Understandings <i>Students will understand that...</i>	Essential Questions Students will be able to...
<ul style="list-style-type: none"> ● Technology is the use of knowledge and skills and affects politics, economics, and culture. ● Societies can be transformed by technology, the push to develop it can have unintended effects. ● Communities of believers can influence culture and government and provide stability to a society. ● Religious expression as art may add value to a culture. ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Intolerance of people can be linked to slavery. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. ● Geography affects how people and things move and where civilizations develop. ● Trade has positive and negative consequences which may include the sharing of ideas and customs. ● Trade networks led to new ways of doing business. ● Trade on a global scale is now common. 	<ul style="list-style-type: none"> ● What are the consequences of technology? ● How are religion and culture connected? ● How much does geography affect people's lives? ● How has slavery changed throughout history? ● How can intolerance be linked to slavery? ● What are the consequences of trade?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

Ancient Egypt Newspaper - Using Google Docs or Google Slides, students will create an "Ancient Egyptian" newspaper. The newspaper will demonstrate knowledge of Ancient Egyptian culture (geography, society, communication, religion, economics, pyramids). The students will include several different components of a newspaper (i.e. articles, weather, finance, editorials, comics).

Ancient Egypt Museum - Create a museum exhibit that includes an interactive, visual and written component related to an inquiry about Egypt.

Ancient Egypt Tomb - Create an ancient Egyptian tomb that contains student-made artifacts representative of what would be in a pharaoh's tomb. Give a tour of the tomb to parents and students detailing the importance of the artifacts.

Slavery in Ancient Egypt- Create an article for an online publication which explains slavery in Ancient Egypt. Compare and contrast slavery throughout history.

Formative Assessments

- Teacher observations
- Performance assessments
- Exit slips/ Slate Assessments
- Daily class work
- Pre-assessments
- Class discussions and participation
- Open-Ended Questions

Summative Assessments

- Tests
- Quizzes
- National/state/district wide assessments
- Portfolio Assessment piece
- Performance Assessments

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z
- Social Studies related Achieve 3000 Leveled Articles

	<ul style="list-style-type: none"> ● Fundamentals Unlimited Books and Assessments
Vocabulary Delta, silt, papyrus, cataract, unify, pharaoh, hieroglyphics, pyramid, mummy, economy, independent	
Knowledge and Skills	
Content: <i>Students will know....</i> <ul style="list-style-type: none"> ● How Egypt's geography shaped its geography. ● Dynasties of pharaohs ruled Egypt. ● That Egyptians worshipped many gods. ● That Egyptians developed one of the world's first systems of writing. ● Egyptian accomplishments in math, science, art, architecture, and literature. ● Trade led to diffusion between Egypt and its neighbors. ● Ways in which the cultures of Egypt and Nubia were linked and yet distinct. ● Slavery existed in all time periods. 	Skills: Students will be able to ... <ul style="list-style-type: none"> ● Compare the viewpoints to understand the lives of ordinary Egyptians. ● Summarize ancient Egypt's main accomplishments. ● Develop cultural awareness about the role of mathematics in building the pyramids. ● Analyze cause and effect as it affected relations between Egypt and Nubia. ● Solve problems that might have affected relations between Egypt and Nubia. ● Compare and contrast slavery throughout various time periods.
Instructional Plan	
Suggested Activities	Resources
Students will write their names in hieroglyphics.	Arts and crafts materials http://wonderopolis.org/wonder/what-are-hieroglyphs
Students will participate in the "Welcome to Pyramid Building" webquest.	http://createwebquest.com/node/35638

Students will research a great Pharaoh and write about their positive contributions, famous buildings they built, and where they were buried.	http://www.ducksters.com/history/ancient_egyptian_pharaohs.php
Students will discover how Egyptians were mummified and become an embalmer.	http://ancientegypt.co.uk/mummies/hom.html http://childrensuniversity.manchester.ac.uk/interactives/history/egypt/makeamummy/
Students will take a virtual tour of the Great pyramid at Giza.	http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html
Students will create a Venn diagram that depicts the similarities and differences regarding slavery from Ancient Egypt to today.	https://study.com/academy/lesson/facts-about-slaves-in-ancient-egypt-lesson-for-kids.html
Using http://legacy.mos.org/quest/et/index.php# , students will pick out their tools for a speedy, comfortable trip to the afterlife. They are given 3300 debens to spend on burial preparations. They will pick four of the services and items they need for the afterlife journey without exceeding the budget. At the end, they will find out if they will have a successful journey to the afterlife.	http://legacy.mos.org/quest/et/index.php#
Students will participate in a reader's theater play about Ancient Egypt. The plays represent several of the roles in Ancient Egyptian society. Students will analyze the structural components of the play, practice, and then perform the play. <u>Possible Ancient Egypt Scripts:</u> <ul style="list-style-type: none"> ● Saba the Farmer ● Misa the Merchant ● Building the Pyramids ● Shunat the Scribe Student ● Anen the Artist ● Pentah the Priest ● Beshut the Burial Priest ● Shaan the Nobleman's Wife 	Ancient Egypt Reader's Theater Scripts found at: http://mickiwiki.pbworks.com/f/ancient+EGYPT+TCR.pdf
Literature	
Textbook: <i>The World</i> , Scott Forsman; 2005. <i>The Egyptian Cinderella</i> By: Shirley Climo	

<p><i>Sons of the Sphinx</i> By: Cherly Carpinello <i>Slavery in Ancient Egypt and Mesopotamia</i> By: Jacqueline Dembar Greene <i>Egyptology</i> By: Emily Sands <i>Mummies in the Morning</i> (Magic Tree House) By: Mary Pope Osborne <i>Egypt: In Spectacular Cross-section</i> By: Stephen Biesty <i>Ms. Frizzle's Adventures: Ancient Egypt</i> By: Joanna Cole <i>Ancient Egypt</i> By: George Hart <i>Mummy</i> By: James Putnam <i>Ancient Egyptians</i> By: Philip Steele <i>Mummies, Pyramids, and Pharaohs: A Book About Ancient Egypt</i> By: Gail Gibbons <i>Home Life in Ancient Egypt (Primary Sources of Ancient Civilizations)</i> By: Leslie C. Kaplan</p>	
Websites	
Brain Pop	www.brainpop.com Videos: Cleopatra, Egyptian Pharaohs, Mummies
Mark Millmore's Ancient Egypt - excellent graphics and text	http://www.discoveringegypt.com/
University of Chicago	http://oi.uchicago.edu/OI/MUS/ED/TRC/EGYPT/egyphome.html
Ancient Egypt ThinkQuest - Facts, activities, resources, crafts, and recipes	http://library.thinkquest.org/CR0210200/ancient_egypt/egypt.htm
Odyssey Online from Michael C. Carlos Museum of Emory University - graphics and info	http://carlos.emory.edu/ODYSSEY/EGYPT/homepage.html
Ancient Egypt from the British Museum in the UK	http://www.ancientegypt.co.uk/menu.html
Color Tour of Egypt from University of Memphis	http://www.memphis.edu/egypt/egypt.html
Exploring Ancient Cultures- Egypt from Indiana site	http://eawc.evansville.edu/eqpage.htm
Slaves in Ancient Egypt	https://study.com/academy/lesson/facts-about-slaves-in-ancient-egypt-lesson-for-kids.html
Mr. Dowling's Electronic Passport - Ancient Egypt	http://www.mrdowling.com/604egypt.html
Ancient Egypt	http://www1.kent.k12.wa.us/staff/DarleneBishop/egypt/egypt.html
History for Kids - ancient Egypt	http://www.historyforkids.org/learn/egypt/
Egyptian Mythology	http://www.touregypt.net/gods1.htm
Egyptian Mythology	http://www.akhet.co.uk/mythhome.htm

Egyptian Mummies	http://www.bbc.co.uk/history/ancient/egyptians/#mummification
More Mummies Information from Neferchichi.com	http://www.neferchichi.com/mummies.html
New York Times Daily Lesson Plan 'Mummy Dearest'	http://learning.blogs.nytimes.com/1999/08/24/mummy-dearest/
ONLY FOR THE BRAVE - Make a chicken (or Cornish game hen) mummy	http://www.mummytombs.com/main.mummymaking.htm
Egyptian Mummies from the Smithsonian	http://www.si.edu/Encyclopedia_SI/nmnh/mummies.htm
Mummy-Maker Game	http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml
Egyptian Art Lessons -	http://www.artyfactory.com/egyptian_art/egyptian_art_lessons.htm
Egypt: Daily Life	http://www2.sptimes.com/Egypt/EgyptCredit.4.2.html
NOVA Online : The Pyramids	http://www.pbs.org/wqbh/nova/pyramid
Ancient Egypt Webquests and Activities	http://education.iupui.edu/webquests/egypt/aegypt.htm http://www.woodlands-junior.kent.sch.uk/Homework/egypt/activities.htm http://www.fcps.edu/KingsParkES/technology/webquests/Egypt/index.htm
Mysteries of Egypt	http://www.civilization.ca/civil/egypt/egypt_e.html
King Tutankhamun - Was It Murder? Webquest	http://questgarden.com/00/85/9/051004163536/process.htm
Egyptian Math pages - lots of activities and history, too	http://egypt.mrdonn.org/math.html http://www.math.wichita.edu/history/topics/num-sys.html#egypt http://www.storyofmathematics.com/egyptian.html http://www.eyelid.co.uk/numbers.htm

Guardian's Ancient Egypt Kid Connection - activities, masks, games	http://www.guardians.net/egypt/kids/index.htm
Discovery Education Video: Mummies Segment: Making Mummies	http://www.discoveryeducation.com
CMS Curriculum Companion	http://www.socialstudiescms.com/ancient-egypt

Accommodations & Modifications

English Language Learners

- Preteach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction
- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing
- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

Students with 504 Plans

- Provide differentiated instruction as needed
- Follow all 504 Plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes

- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction

Students at Risk of Failure:

- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding

Unit 4: Holocaust and Genocide	Duration: 10 Days (March)
Standards	
<ul style="list-style-type: none"> ● 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. ● 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them ● 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. ● 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. ● 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide. ● 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. ● 6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. ● 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. 	
<p>Interdisciplinary Connections ELA Standards</p>	
<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
<p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	
<p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Computer Science and Design Thinking

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.CS.2: Design a system that combines hardware and software components to process data.
- 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.
- 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

- 8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.
- 8.1.8.DA.5: Test, analyze, and refine computational models.
- 8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
- 8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users.
- 8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.
- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
- 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- 8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

Career Readiness, Life Literacies, and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.

- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.3.12.TD-SYS.3 Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.
- 9.3.ST-ET.6 Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.
- 9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

<ul style="list-style-type: none"> ● 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. ● 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. ● 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 	
Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> ● Listening, speaking, reading and writing about the Holocaust and World War II require specific academic language. ● The Holocaust began before World War II, with events of causation tracing back to the fallout of World War I. ● The Holocaust, and the laws and policies connected to it, have shaped the decision- making of individuals, cultural groups, and nations, in a way that determined national boundaries, a foundation for basic civil and human rights, and principles of fairness in government. 	<ul style="list-style-type: none"> ● How does discrimination lead to a genocide? ● Why did World War II and the Holocaust occur? ● How did the Holocaust and genocide affect our modern society? ● How did the living conditions affect the people held in concentration camps? ● How do people forgive others? ● Is it possible for nonviolent direct action to transform a community? ● How were lives changed under Nazi occupation? ● How would you have handled living through a similar situation? ● What common obstacles do many people experience and how can they be overcome?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Students will create a fictional identity as one who lived in Europe during the time of the Holocaust. They will develop a portfolio which will contain the following artifacts: their own timelines of events,	Formative Assessments <ul style="list-style-type: none"> ● Observations ● Homework

diary entries, details of their travels (including where they have sought refuge and why, as well as choices that they make based on information that they have learned through the unit), and a persuasive letter.

Students will speculate if main characters in story survived, would they be able to show forgiveness in present day?

Students will compare and contrast an issue that is current. They will create an instructional poster, essay, Venn diagram or google slide presentation.

Students will react/respond to a poem on perseverance and survival.

- Class Participation
- Debate
- Team Learning
- Notes/Outlines
- Discussions
- Writing/quizzes/tests (emphasizing written communication skills)
- Time-Lines
- Journal Entries/Class Newspapers

Summative Assessments

- Unit Content Tests
- Google slide presentation
- Class Projects
- Oral Writing
- Performance Tasks

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z
- Social Studies related Achieve 3000 Leveled Articles
- Fundamentals Unlimited Books and Assessments

Vocabulary

Holocaust, genocide, concentration camp, dehumanization, discrimination, Judaism/Jewish religion, labor camps, Nazi, Adolf Hitler, racism, survivor, victim, Auschwitz-Birkenau, communism, death camp, displacement, propaganda, Nuremberg Laws, World War II, oppression, anti-Semitism, prejudice, ghetto, engagement	
Knowledge and Skills	
Content: <i>Students will know....</i>	Skills: Students will be able to ...
<ul style="list-style-type: none"> ● The spoken language and vocabulary used to describe, discuss, and write about the Holocaust and World War II. ● The important events before, during, and after the Holocaust. ● What a genocide is and how it violates human rights. ● The people involved in the Holocaust and their roles in the events that occurred during World War II. ● Who was impacted by the events of the Holocaust and World War II. ● About personal experiences from those who were involved in the Holocaust and how these experiences impacted their lives. ● There were many points throughout history where people were treated unfair and cruelly, including the Holocaust and slavery. 	<ul style="list-style-type: none"> ● Sequence historical events leading up to WWII with the support of a timeline. ● Retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources. ● Identify and discuss factors pertaining to cause and effect and the events of the Holocaust and World War II. ● Analyze primary historical documents related to World War II, in order to understand controversial issues related to World War II, with support of graphic organizers. ● Summarize the key persuasive points of a primary historical document (letters) related to World War II, with the support of a graphic organizer, peers/group, and key terms. ● Compare and contrast the varying perspectives of people involved in the Holocaust (victims, survivors, bystanders, rescuers, and perpetrators). ● Analyze the responses of the United States and other countries to violations of human rights that occurred during the Holocaust and other genocides.

	<ul style="list-style-type: none"> ● Explain how genocide and the Holocaust led to more human rights. ● Identify non-violent protests as a means to achieve an end. ● Debate if people can truly forgive others. ● Describe the importance of freedom and rights for all people no matter their race, religion, or other factor.
Instructional Plan	
Suggested Activities	Resources
<p>Students will respond to Holocaust articles from the New York Times cover articles over the years. Students will research the information from the articles to analyze the articles that were featured. Students should consider questions, such as: How much information was the American public getting?</p> <p>Pick one event such as Kristallnacht, the Berlin Olympics, or the Warsaw Ghetto Uprising. Research how that event was reported in the American press. Did the Nazis engineer world opinion? Allow students to discover for themselves and then ask critical questions about the newspaper coverage of the Holocaust. Did the stories appear on the front page or were they buried on subsequent pages? Where on the page were the articles placed? What size were the headlines of these articles? Why were those editorial decisions made?</p> <p>Have students bring in articles from the daily newspaper that relate to Holocaust themes such as prejudice, hatred, anti-Semitism as well as heroism, resistance, rescue, etc. Are there noticeable trends? How are difficult subjects treated? Find an article that annoys or inspires you.</p>	<p>https://fcit.usf.edu/holocaust/activity/68plan/headline.htm (activity description and procedures)</p> <p><i>Page One: The Front Page History of World War II by the New York Times.</i> Budget Book Services, 1996.</p>

<p>Have students respond in a letter to the editor about a particular article they feel strongly about.</p>	
<p>Students will use what they have learned about the events that occurred before, during, and after the Holocaust to create a timeline. Students can use the resource websites to help them. The timeline should include pictures, maps, and important information about the Holocaust.</p>	<p>http://www.annefrank.org/en/Subsites/Timeline/#!/en/Subsites/Timeline/</p> <p>https://www.ushmm.org</p>
<p>Holocaust Argumentative Essay - The Holocaust task asks students to analyze information from multiple texts and video. Students will write informational texts to demonstrate their ability to determine the central idea of text and analyze its development through the course of multiple texts. Students will write an argument essay demonstrating their ability to cite relevant evidence to support a position.</p>	<ul style="list-style-type: none"> ● Kurt Messerschmidt's visual testimony video clip taken from Echoes and Reflections; A Multimedia Curriculum on the Holocaust. To access: <ol style="list-style-type: none"> 1. Go to the iWitness link below 2. Click on "Studying the Holocaust." 3. Click on the picture of Kurt Messerschmidt <p>http://iwitness.usc.edu/SFI/echoes/EnRRResourceGuide.aspx</p> <ul style="list-style-type: none"> ● Transcript of Kurt Messerschmidt's visual testimony ● Franz Paul Stangl's biography from the Holocaust Research Project: http://www.holocaustresearchproject.org/ar/stangl.html ● Interview #1 from Into That Darkness by Gitta Sereny http://www.jewishvirtuallibrary.org/jsource/biography/Stangl.html
<p>After viewing the video, students can complete a few different activities:</p> <ul style="list-style-type: none"> ● Imagine that soldiers came to your home in the middle of the night and said that you had only an hour to gather all of your belongings. Write about what five items you would take and why you would take those items. 	<p>The DVD of Daniel's Story, posters from Yad Vashem or photographs from the Internet</p>

<ul style="list-style-type: none"> Students will pretend that they are Daniel. Students will write a letter to the outside world about the experiences in his life and his feelings. 	
<p>Students can discuss, write, or create a presentation about the unfair treatment of people during the Holocaust and other times in history, such as slavery in the United States or throughout history. Students can describe the fight for freedoms and rights of all people. This activity can conclude with students describing the important of equality, freedom, and respect for others.</p>	<p>Possible Articles for Research: https://newsela.com/read/lib-amistad-history/id/30636/ <i>The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights</i> By: Russell Freeman https://www.commonlit.org/text-sets/the-holocaust</p>
Literature	
<p>Textbook: <i>The World</i>, Scott Forsman; 2005. <i>The Diary of Anne Frank</i> By: Anne Frank <i>Number the Stars</i> By: Lois Lowry <i>Remember Not to Forget: A Memory of the Holocaust</i> By: Norman H. Finkelstein <i>The Butterfly</i> By: Patricia Polacco <i>The Girl Who Survived: A True Story of the Holocaust</i> By: Bronia Brandman and Carol Bierman <i>The Story of the Holocaust</i> By: Clive A. Lawton <i>Who Was Anne Frank?</i> By: Ann Abramson <i>Anne Frank: Life in Hiding</i> By: Johanna Hurwitz <i>Destined to Live: A True Story of a Child in the Holocaust</i> By: Ruth Gruener <i>Elly: My True Story of the Holocaust</i> By: Elly Berkovits Gross <i>Hana's Suitcase: A True Story</i> By: Karen Levine <i>Jacob's Rescue: A Holocaust Story</i> By: Malka Drucker <i>Daniel's Story</i> By Carol Matas <i>Hard Labor: The First African-Americans</i> By: Patricia C. McKissack <i>Under the Quilt of Night</i> By: Deborah Hopkinson <i>Drylongso</i> By: Virginia Hamilton</p>	
Websites	
Brain Pop: Holocaust	http://www.brainpop.com

The Holocaust: A Learning Site for Students	https://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students
United States Holocaust Memorial Museum	https://www.ushmm.org
Ducksters	http://www.ducksters.com/history/world_war_ii/holocaust.php
Holocaust Remembrance Day Exploration (pictures, videos, text)	http://www.glencoe.com/sec/socialstudies/btt/holocaust/
Teaching the Holocaust: Lesson Plan Ideas	http://www.educationworld.com/a_lesson/lesson187.shtml
Kids Konnect: Holocaust Facts and Worksheets	https://kidskonnect.com/history/holocaust/
Children of the Holocaust	http://thechildrenoftheholocaust.com/holocaust-facts/
The Holocaust, hosted by the Jewish Virtual Library	http://www.jewishvirtuallibrary.org/jsource/holo.html
Curriculum Resources, hosted by NJDOE Commission on Holocaust Education	http://www.state.nj.us/education/holocaust/curriculum/
The Nuremberg Laws	http://www.jewishvirtuallibrary.org/jsource/Holocaust/nurlawtoc.html
Timeline spanning from World War I through World War II, hosted by PBS	http://www.pbs.org/greatwar/timeline/index.html
Amistad Interactive Curriculum	http://www.njamistadcurriculum.net
Accommodations & Modifications	
English Language Learners <ul style="list-style-type: none"> ● Preteach vocabulary ● Meet prior to working independently to ensure directions/expectations are understood ● Create graphic organizers that are scaffolded ● Meet small group prior to lesson to build background knowledge ● Provide extra time ● Peer tutoring or partner learning ● Activate and build background knowledge ● Use visual aids and gestures ● Outlining or providing notes for the student 	

- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary

- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction
- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing

- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

Students with 504 Plans

- Provide differentiated instruction as needed
- Follow all 504 Plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction

Students at Risk of Failure:

- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding

Unit 5: Early Civilizations and the Emergence of Pastoral Peoples: China

Duration: 13 Days (April – May)

Standards

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq);
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.CivicsHR.3.a: 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.GeoPP.3.a: Use geographic models to describe how 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.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

**Interdisciplinary Connections
ELA Standards**

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons

and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Computer Science and Design Thinking

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.CS.2: Design a system that combines hardware and software components to process data.
- 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.
- 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.
- 8.1.8.DA.5: Test, analyze, and refine computational models.
- 8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
- 8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users.
- 8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.
- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
- 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process,

including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- 8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

Career Readiness, Life Literacies, and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.3.12.TD-SYS.3 Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.
- 9.3.ST-ET.6 Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.
- 9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> ● Technology is the use of knowledge and skills and affects politics, economics, and culture. ● Societies can be transformed by technology, the push to develop it can have unintended effects. ● Communities of believers can influence culture and government and provide stability to a society. ● Religious expression as art may add value to a culture. 	<ul style="list-style-type: none"> ● What are the consequences of technology? ● How are religion and culture connected? ● How much does geography affect people's lives? ● What are the consequences of trade?

<ul style="list-style-type: none"> ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. ● Geography affects how people and things move and where civilizations develop. ● Trade has positive and negative consequences which may include the sharing of ideas and customs. ● Trade networks led to new ways of doing business. ● Trade on a global scale is now common. 	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Select an ancient civilization to study, analyzing the ways in which technology shaped and advanced each aspect of that civilization. After building a background of knowledge, pick one aspect of civilization for which you determine the innovations had a significant impact throughout that society, and predict what the next levels of advancement in that area could be today. You may present your ideas through a website, multimedia presentation, oral presentation, or written report. The advancements you identify will have an impact on the world, and on every global citizen.</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher Observations ● Performance Assessments ● Exit Slips/Slate Assessments ● Daily Class work ● Pre-Assessments ● Project based activities ● Class discussions/participation <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Tests ● Quizzes ● National/State/District Wide Assessments ● Performance Tasks <p>Benchmark Assessment</p>

	<ul style="list-style-type: none"> ● Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
<p>Vocabulary loess, terrace, levee, double cropping, pictograph, oracle bone, province, ancestor, civil service, middleman, nobility</p>	
<p>Knowledge and Skills</p>	
<p>Content: <i>Students will know....</i></p>	<p>Skills: Students will be able to ...</p>
<ul style="list-style-type: none"> ● How geographic features isolated China from other civilizations. ● That the Chinese civilizations arose along the Huang River. ● Achievements of the Shang dynasty. Characteristics of ancestor worship. ● Goals and beliefs of Confucianism and Daoism. ● How the Qin became the first dynasty to unify China. ● Characteristics of a Legalistic form of government. ● Han emperors created one of the most successful Chinese dynasties. ● Confucianism, the Silk Road, and the civil service enhanced the Han dynasty. 	<ul style="list-style-type: none"> ● Describe the physical features of China. ● Summarize the rise of the Shang. ● Identify the main ideas and details of Zhou rule. ● Identify how the Zhou used the mandate of Heaven to gain control of China. ● Compare and contrast spiritual traditions, Confucianism, and Daoism. ● Analyze the philosophies of Confucius and Laozi. ● Understand why Shi Huang Di was able to gain and hold power as the First Emperor. ● Ask and answer questions about Qin.

<ul style="list-style-type: none"> • Han society was based on Confucian teachings. • China expanded and prospered under the Han dynasty. 	<ul style="list-style-type: none"> • Contrast the Han's strengths with the Qin's weaknesses. Identify reasons why the Han dynasty was successful. Summarize Han society and achievements. • Prioritize the effect of Han inventions of ancient China.
Instructional Plan	
Suggested Activities	Resources
Students will write questions they would ask Qin in an interview about his life. Students will trade their questions with a peer and answer their peer's questions how they believe that Qin would answer them.	Students created interview questions for Qin, background knowledge and information about Qin
Brainstorm questions students may have about ancient China. Allow students to explore questions they may have about ancient China from Ask Mr. Donn (geography, government, religion, daily life, inventions, science, the Silk Road, arts, and architecture).	http://www.ask.mrdonn.org/china/index.html
Create a venn diagram to compare and contrast Confucius and Laozi philosophies or the Confucianism and Daoism spiritual beliefs. Students can use interactive, online graphic organizer to sort ideas.	Venn diagram (https://my.hrw.com/nsmedia/intgos/html/igo.htm or use MyVocab through Schoolwide if Confucius and Laozi are vocabulary words on your list)
Create a Google Slides presentation describing the main idea and details of Zhou rule and how they used the mandate of Heaven to gain control of China	Google Slides, information and background about the Zhou rule
Students can create, write, direct, and produce a three minute movie trailer about one topic they studied in Ancient China	Camera to record the video, access to a computer for editing
Literature	
Textbook: <i>The World</i> , Scott Forsman; 2005. <i>Ancient China</i> By: Mel Friedman <i>Ancient China: An Interactive History Adventure</i> By: Terry Collins	

<p><i>Ancient China</i> By: DK and Arthur Cotterell <i>The Story of Ancient China</i> By: Suzanne Art <i>Ancient China</i> By: Ann Tatlock <i>Ancient Civilization: China</i> By: Valerie Bodden</p>	
Websites	
<p>Discovery Education Video: Destiny Determined: Power and Ritual in Asia: Segment: Behind the Great Wall Video: Journals Through History: Ancient China: Contributions to the World Segments: The Secrets of Silk Gun Powder Innovations and Inventions Paper Video: Spaced Out Segment: Is the Great Wall of China Visible from Space? Video: Eureka!: China: Fun and Firecrackers: Eat, Play, Boys, Girls Segment: The Red Envelope</p>	<p>http://www.discoveryeducation.com</p>
World History - China	<p>http://web.archive.org/web/20040814144858/http://www.lksd.org/kongiganak/kongiganak/ContinuousEdCarnegie/Carnegie/WorldHistory/WldHistoryCh2/WldHistoryCh2China.htm</p>
Exploring Ancient World Cultures from Evansville, Indiana	<p>http://eawc.evansville.edu/chpage.htm</p>
Daily Life in Ancient China from Mr. Donn	<p>http://china.mrdonn.org/index.html</p>
Mr. Dowling's Electronic Passport	<p>http://www.mrdowling.com/613chinesehistory.html</p>
Web Links on China and the Great Wall	<p>http://www.enchantedlearning.com/subjects/greatwall/Walllinks.html</p>
Ancient China	<p>http://www.historyforkids.org/learn/china/ http://webtech.kennesaw.edu/jcheek3/china.htm</p>
Ancient China Power Point Slides	<p>http://ancienthistory.pppst.com/china.html</p>

Chinese Accomplishments	http://education2.uvic.ca/Faculty/mroth/438/CHINA/CHINA-PAGE.html http://www.kidsdiscover.com/ancient-china-for-kids
CMS Curriculum Companion	www.socialstudiescms.com/ancient-china
Accommodations & Modifications	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Preteach vocabulary ● Meet prior to working independently to ensure directions/expectations are understood ● Create graphic organizers that are scaffolded ● Meet small group prior to lesson to build background knowledge ● Provide extra time ● Peer tutoring or partner learning ● Activate and build background knowledge ● Use visual aids and gestures ● Outlining or providing notes for the student ● Associating new vocabulary with pictures ● Modeling and Think Alouds ● Show examples of finish products ● Shared writing opportunities ● Teacher-Student Conferencing to check and monitor understanding ● Partner activities or peer tutoring ● Provide student with a study guide for tests and quizzes ● Provide the student with accountable talk/discussion starter stems ● Chunk the texts into manageable pieces ● Summarize information as it is read ● Preview lesson and pre-teach new vocabulary ● Utilize small group instruction to review key ideas from the lesson 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Ask open-ended questions ● Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create) ● Cooperative Learning Groups 	

- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
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Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Students with IEPs

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting

- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction
- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing
- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

Students with 504 Plans

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- Preferential Seating
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Utilize visual charts/cues
- Provide manipulatives
- Frequently check for understanding

Unit 6: Early Civilizations and the Emergence of Pastoral Peoples: India

Duration: 12 Days (May – June)

Standards

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq);
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.CivicsHR.3.a: 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.GeoPP.3.a: Use geographic models to describe how 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.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
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**Interdisciplinary Connections
ELA Standards**

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to

develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Computer Science and Design Thinking

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.CS.2: Design a system that combines hardware and software components to process data.
- 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.
- 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
- 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
- 8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.
- 8.1.8.DA.5: Test, analyze, and refine computational models.
- 8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
- 8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users.
- 8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.
- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used

to troubleshoot, evaluate, and test options to repair the product in a collaborative team.

- 8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- 8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.

Career Readiness, Life Literacies, and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSL-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one’s ability to save.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.
- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

- 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.3.12.TD-SYS.3 Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.
- 9.3.ST-ET.6 Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.
- 9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> ● Technology is the use of knowledge and skills and affects politics, economics, and culture. ● Societies can be transformed by technology, the push to develop it can have unintended effects. 	<ul style="list-style-type: none"> ● What are the consequences of technology? ● How are religion and culture connected? ● How much does geography affect people's lives? ● What are the consequences of trade?

<ul style="list-style-type: none"> ● Communities of believers can influence culture and government and provide stability to a society. ● Religious expression as art may add value to a culture. ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. ● Geography affects how people and things move and where civilizations develop. ● Trade has positive and negative consequences which may include the sharing of ideas and customs. ● Trade networks led to new ways of doing business. ● Trade on a global scale is now common. 	
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p><u>Ancient India Children’s Book</u> - You have been chosen to create the next great children’s book. The purpose of this book is to inform the children of American about ancient cultures of their world. The first new book in this series will be about the nation of ancient India and its history and culture. Your job is to produce a colorful, interesting, and factual children’s ABC book using Google Slides using Indian terms and pictures that will help kids to better understand the nation of ancient India. Use the vocabulary words from your unit and the many ideas you have learned to create this informative book. Focus your book on the five topics you feel are most important from this unit.</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher Observations ● Performance Assessments ● Exit Slips/Slate Assessments ● Daily Class work ● Pre-Assessments ● Project based activities ● Class discussions and participation <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Tests ● Quizzes ● National/State/District Wide Assessments

	<ul style="list-style-type: none"> ● Performance Assessments <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
Vocabulary	
Subcontinent, monsoon season, subsistence farming, brahmin, sudra, reincarnation, caste, meditation, enlightenment	
Knowledge and Skills	
Content: <i>Students will know....</i>	Skills: Students will be able to ...
<ul style="list-style-type: none"> ● Geography of the Indian subcontinent. How Indus Valley civilization was organized. Mysteries remain about ancient India. Theories about the origins of the Indo ● Information the Vedas provide about Aryan life. Groups that evolved into a caste system. ● How Hinduism evolved from Vedic beliefs and practices. ● Hindu teaching about life after death. ● How Hinduism spread throughout India. 	<ul style="list-style-type: none"> ● Identify physical features of South Asia. ● Draw inferences about Indus Valley civilization. Compare theories about the Aryans. ● Describe the Vedas and caste system. ● Sequence the development of Hinduism. Comprehend Hindu beliefs. ● Compare and contrast Buddhism with Hinduism. Synthesize knowledge of Buddhism. ● Determine Chandragupta's rise to power.

<ul style="list-style-type: none"> ● Buddha’s search for truth led to spiritual enlightenment. ● Teachings of the Buddha. ● Two forms of Buddhism emerged. ● Chandragupta used strategy to unite India. ● Chandragupta created a bureaucracy, tax system, and spy network. ● Asoka improved the lives of his subjects. ● The Gupta dynasty created the second Indian empire. ● India made advances in the arts, sciences, and mathematics under the Gupta. 	<ul style="list-style-type: none"> ● Evaluate the reigns of Chandragupta and Asoka by asking questions. ● Summarize achievements of the Gupta dynasty. ● Create a booklet highlighting India’s advances in learning.
Instructional Plan	
Suggested Activities	Resources
Create a booklet or brochure describing India’s advances in learning.	Paper for booklet or brochure, drawing and decorating supplies
Create a Venn diagram to compare and contrast Buddhism and Hinduism beliefs. Students can use interactive, online graphic organizer to sort ideas.	Venn diagram (https://my.hrw.com/nsmedia/intgos/html/igo.htm or use MyVocab through Schoolwide if Buddhism and Hinduism are vocabulary words on your list)
Create a biography poster presentation about Chandragupta and his important in ancient India	Information about Chandragupta, poster paper, writing utensils
Create a Google Slides presentation about the Gupta dynasty achievements	Google Slides, information about the achievements of the Gupta dynasty
Have a class debate about the reigns of Chandragupta and Asoka by asking questions and evaluating their importance	Background knowledge about the reigns of Chandragupta and Asoka
Literature	
Textbook: <i>The World</i> , Scott Forsman; 2005. <i>Hands-On History! Ancient India</i> By: Daud Ali <i>Ancient India (The Ancient World)</i> By: Allison Lassieur <i>Elephant’s Friend and Other Tales from Ancient India</i> By: Marcia Williams <i>Taj Mahal</i> By: Raz-Kids	

Websites	
BBC	http://www.bbc.co.uk/schools/primaryhistory/indus_valley/
The British Museum	http://www.ancientindia.co.uk/
Time for Kids	http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,610558,00.html
KidsPast	http://www.kidspast.com/world-history/0102-civilizations-of-india.php
Kids Konnect	http://www.kidskonnect.com/subject-index/26-countriesplaces/313-india.html
History for Kids	http://historyforkids.org/learn/india/
Mr. Donn	http://india.mrdonn.org/
Snaith Primary	http://home.freeuk.net/elloughton13/india.htm
Discovery Education: Video: World's Best: Magnificent Beasts Segment: Indian Subcontinent Video: Mystic Lands: Taj Mahal: Heaven on Earth Segment: Welcome to the Taj Mahal	http://www.discoveryeducation.com
CMS Curriculum Companion	http://www.socialstudiescms.com/ancient-india
Accommodations & Modifications	
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