

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
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Introduction:

Students in Sixth Grade will complete 16 topics in Social Studies. All units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Original Adoption: August 16, 2022
Created By: J. Oldham

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Revised By:

Recommended Pacing Guide

Topic 1: Origins of Civilization	13 Days
Topic 2: Civilizations and Peoples of the Fertile Crescent	13 Days
Topic 3: Ancient Egypt and Kush	8 Days
Topic 4: Early Civilizations of India	13 Days
Topic 5: Early Civilizations of China	10.5 Days
Topic 6: Ancient Greece	13 Days
Topic 7: The Roman Republic	7.5 Days
Topic 8: The Roman and Byzantine Empires	13 Days
Topic 9: Life in Medieval Christendom	10 Days
Topic 10: Struggle in Medieval Eurpoe	10.5 Days
Topic 11. The Islamic Word and South Asia	10.5 Days
Topic 12. Civilizations of East Asia and Southeast Asia	14.5 Days
Topic 13. Civilizations of the Americas	9.5 Days
Topic 14. African Civilizations	8 Days
Topic 15. The Renaissance and Reformation	12.5 Days
Topic 16. Global Convergence	13.5 Days

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 1: Origins of Civilization

Duration: 13 Days

Student Objectives/Learning Standards

The student will:

- Explain how scientists use fossils and artifacts to draw conclusions about early humans.
- Discuss how archeological evidence indicates that human life began in Africa.
- Explain how people lived by the gathering and hunting way of life.
- Identify the new skills that hunter-gatherer societies developed in order to survive.
- Discuss how we know the characteristics of modern humans and Neanderthals.
- Explain why modern humans succeeded.
- Summarize how and why modern humans succeeded and populated most regions of the world
- Analyze how the environment influenced the migrations of early humans.
- Identify how early humans adapted to new environments and climate changes.
- Discuss what the existing evidence reveals about how human societies became more complex.
- Explain how humans learned to modify their environment.
- Analyze why some humans developed agriculture while others lived as herders.
- Explain how farming helped people develop specialized skills.
- Describe how farming villages developed into cities.
- Identify the effects of these new ways of life.
- Describe the environmental factors that helped civilizations grow.
- Analyze the impact that civilizations and complex urban societies had on the surrounding environment.
- Identify the features that all early civilizations have in common.

New Jersey Student Learning Supporting Standards:

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.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

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.

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education/njsla>

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

ELA:

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

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Computer Science and Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

Career Readiness, Life Literacies, & Key Skills:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

Formative:

- Google Classroom Assignments
- Classroom Application Docs
- Hands on activities
- Group/Cooperative Activities
- Student Journals
- Chapter assessments
- Section quizzes
- Performance Assessment
- Project work

Alternative:

- Project
- PowerPoint
- Google Slides
- Research Project
- Artwork
- Reader's Theater
- Choice Board
- Journal
- Performance Task

Summative:

- Unit Assessments

Benchmark:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- Reconstruct the past by interpreting evidence that people left behind.

Essential Questions:

- How much does geography shape people's lives?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Throughout history, humans have developed technology and skills to help them survive.
- Certain events are called revolutions because they change the way people live or think..
- Each society has its own unique features, but all of them have certain elements in common.

Core Instructional & Supplemental Materials

Materials and Resources

- Smartboard
- Chromebooks
- Google Applications
- Websites
- SAVVAS Learning Company:
My World Interactive
- Paper and Pencils

Suggested Amistad Resources:

Piecing Me Together by Renee Watson
Becoming Muhammad Ali by Kwame Alexander and James Patterson
Heart and Soul:
The Story of America and African Americans by Kadir Nelson
It All Comes Down to This by Karen English
Turning Point by Paula Chase
A Good Kind of Trouble by Lisa Moore
Genesis Begins Again by Alicia Williams
Clean Getaway by Nic Stone
Harbor Me by Jacqueline Woodson
New Kid by Jerry Craft

Varied Levels of Text:

- NewsELA
- NBC Learn Video Lessons
- Classroom Library - Leveled
- Reading Support: Teacher Resources
- Student Activity Mats (online or in print)

Suggested Reading:

- *DK Eyewitness Books: Early Humans*
- *Painters of the Cave's*: Patricia Lauber
- *National Geographic Investigates: Ancient Maya: Archeology Unlocks the Secrets of the Maya's Past*, Nathaniel Harris
- *Laetoli Footprints: PBS Learning Media*
- *Mummies Alive: How Neolithic Mountain Climbers Gearing Up*, Smithsonian Channel

Suggested Holocaust Resources:

Daniel's Story by Carol Matas
Learning About the Holocaust by Michael A. Signal
Saving Children from the Holocaust: The Kindertransport by Ann Byers
Hana's Suitcase by Karen Levine
Hidden: A Child's Story of the Holocaust by Loic Dauvillier, Loic and Greg Salsedo
Odette's Secrets by Maryann Macdonald
When Hitler Stole Pink Rabbit by Judith Kerr

Accommodations/Modifications

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

English Language Learners:

Provide clear and specific directions

Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing

Provide extended time

Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Provide written directions with models and diagrams when possible

Build in more group work to allow ELL students to interact and communicate with peers

Collaborate with language professionals and ESL teachers

Implement pre-reading strategies such as picture walks or topic discussions

Utilize graphic organizers to help provide a purpose for reading and increase comprehension

Utilize visual charts/cues

Display a word wall with current academic vocabulary in each subject

Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.

Allow the use of audio books when appropriate.

Allow the use of text to speech technology when appropriate.

Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 2: Civilizations and Peoples
of the Fertile Crescent

13 Days

Student Objectives/Learning Standards

The student will:

- Explain how civilization developed in Mesopotamia and how fertile land supported this development.
- Analyze the impact civilization in Mesopotamia had on the surrounding environment.
- Explain why priests and kings held great power in the city-states of Sumer.
- Identify the achievements of the Sumerians in technology, writing and the arts.
- Explain how Sargon formed the world's first empire in Mesopotamia.
- Understand how people's lives changed when the Babylonian empire conquered Sumer.
- Describe the lasting impact of the Babylonian Emperor Hammurabi's legal code.
- Explain how Assyrian armies conquered their vast empire.
- Analyze how the Persian empire balanced local self-government with central power.
- Describe how the cultures of Mesopotamia created a rich cultural tradition.
- Analyze how contact, trade and other links grew among the societies of Mesopotamia and the eastern Mediterranean.
- Describe how the Phoenicians spread their culture over a wide area.
- Explain the important contribution Phoenicians made to the development of writing.
- Explain how the Isarelites' belief in one God developed into a religion known as Judaism.
- Describe how the environment shaped the Jewish religion.
- Understand why Abraham and Moses are important figures in Judaism.
- Explain the importance of the Hebrew Bible and the Commentaries in Judaism.
- Discuss why the Jewish people give special importance to study and law.
- Explain the ethical teachings and central beliefs of Judaism, including the importance of righteousness and justice.
- Describe what the Jewish people believe about the importance of righteousness and justice.
- Understand how early Judaism supported individuals, rulers and societies.
- Describe how Jewish communities spread to many different parts of the ancient world,
- Analyze how the religious and ethical teachings of Judaism are reflected in society today.

Student Learning Standards

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.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

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.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.GeoGE.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.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 Mo

6.3.2.GeoGI.1 Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.2.GeoGI.2 Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

6.3.5.CivicsPD.1 Develop an action plan that addresses issues related to climate change and share with school and/or community members.

Computer Science & 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.DA.3: Identify the appropriate tool to access data based on its file format. 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

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.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media

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

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Evidence of Student Learning

Formative:

- Google Classroom Assignments
- Classroom Application Docs
- Hands on activities
- Group/Cooperative Activities
- Student Journals
- Chapter assessments
- Section quizzes
- Performance Assessment
- Project work

Alternative:

- Project
- PowerPoint
- Google Slides
- Research Project
- Artwork
- Reader's Theater
- Performance Task

Summative:

- Unit Assessments

Benchmark:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- Geography affects the way civilizations develop.
- Technological innovations can help people conquer other groups.
- Cultural practices can be passed along through trade even after a civilization has disappeared.

Essential Questions

- How do societies preserve order?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- The ability to construct great buildings requires knowledge of mathematics.
- Trade leads to exchanges of ideas as well as exchanges of goods.
- Religious beliefs have an important role in shaping history.
- Religion is connected to ideas of right and wrong.
- Strong traditions can help a people survive hardship and persecution.

Core Instructional & Supplemental Materials

- Smartboard
- Chromebooks
- Google Applications
- Websites
- SAVVAS Learning Company:
- My World Interactive
- Paper and Pencils
- **Suggested Amistad Resources:**
- *Piecing Me Together* by Renee Watson
- *Becoming Muhammad Ali* by Kwame Alexander and James Patterson
- *Heart and Soul:*
- *The Story of America and African Americans* by Kadir Nelson
- *It All Comes Down to This* by Karen English
- *Turning Point* by Paula Chase
- *A Good Kind of Trouble* by Lisa Moore
- *Genesis Begins Again* by Alicia Williams
- *Clean Getaway* by Nic Stone
- *Harbor Me* by Jaqueline Woodson
- *New Kid* by Jerry Craft

Varied Levels of Text:

- NewsELA
- NBC Learn Video Lessons
- Classroom Library - Leveled
- Reading Support: Teacher Resources
- Student Activity Mats (online or in print)

Suggested Reading:

- *Hammurabi*, Judith Levin
- *Hammurabi: Babylon Ruler*, Christine Mayfield
- *The Ancient Near Eastern World*, Amanda H.Podany and Marni McGee
- *Ancient Mesopotamia*, Phoenix Learning Group (DVD)
- *Exodus*, Brian Wildsmith

Suggested Holocaust Resources:

Daniel's Story by Carol Matas

Learning About the Holocaust by Michael A. Signal

Saving Children from the Holocaust: The Kindertransport by Ann Byers

Hana's Suitcase by Karen Levine

Hidden: A Child's Story of the Holocaust by Dauvillier, Loic and Greg Salsedo

Odette's Secrets by Maryann Macdonald

When Hitler Stole Pink Rabbit by Judith Kerr

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

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Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
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- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 3: Ancient Egypt and Kush

8 Days

Student Objectives/Learning Standards

The student will:

- Explain how Egypt's unique geography helped its civilization grow.
- Describe how a complex society developed in Egypt.
- Analyze how Pharaohs changed Egypt.
- List ways that religion affected the lives of ancient Egyptians.
- Describe the impact of writing on Egypt.
- Identify the main features of Egyptian architecture and art.
- Analyze the effects of advancements in science, mathematics, and technology on Egyptian society.
- Explain how trade linked Egypt and neighboring lands.
- Analyze how the location of Kush helped its civilization grow.
- Summarize Kush's achievements.

New Jersey Student Learning Supporting Standards:

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.CivicsDP.3.a Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

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.EconEM.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

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.EconEM.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

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.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

6.2.8.HistoryCC.3a Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.HistoryUP.3b Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

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.3a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.HistoryCA.3b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.CivicsPI.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.GeoHE.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

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.HistoryCC.4b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.3.8.CivicsPI.2 Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Primary Interdisciplinary Connections:

ELA:

- 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.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Computer Science & Design Thinking:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

areas of interest

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

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.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Readiness, Life Literacies, & Key Skills:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Evidence of Student Learning

Formative:

- Google Classroom Assignments
- Classroom Application Docs
- Hands on activities
- Group/Cooperative Activities
- Student Journals
- Chapter assessments
- Section quizzes
- Performance Assessment
- Project work

Alternative:

- Project
- PowerPoint
- Google Slides
- Research Project
- Artwork
- Reader's Theater
- Choice Board
- Journal
- Performance Task

Summative:

- Unit Assessments

Benchmark:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Knowledge & Skills

Enduring Understandings:

- Geographical factors such as landforms, rivers, and climate affect the development of civilizations.
- A culture's social structure affects the way people live and interact with one another.
- Religion shapes a civilization's intellectual and artistic traditions as well as its daily life.
- Rulers who focus on the well-being of their subjects often bring peace and prosperity.
- Control of a large region requires an effective government.
- Trade and an exchange of ideas can lead to great artistic and scientific achievements.
- Many early civilizations began along major rivers.
- Artifacts influence what we know or do not know about ancient civilizations.
- Geographic location, including barriers to movement, influences the development of cultures and countries.
- Standardization of language, transportation, weights and measures, and currency builds economic unity across a country.
- Throughout history, leaders have created centralized, bureaucratic governments to rule large empires.
- Trade routes are important to cultural change and diffusion.

Essential Questions:

- What makes a great leader?

Core Instructional & Supplemental Materials

- Smartboard

Varied Levels of Text:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
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<ul style="list-style-type: none"> • Chromebooks • Google Applications • Websites • SAVVAS Learning Company: My World Interactive • Paper and Pencils <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • <i>Piecing Me Together</i> by Renee Watson • <i>Becoming Muhammad Ali</i> by Kwame Alexander and James Patterson • <i>Heart and Soul:</i> • <i>The Story of America and African Americans</i> by Kadir Nelson • <i>It All Comes Down to This</i> by Karen English • <i>Turning Point</i> by Paula Chase • <i>A Good Kind of Trouble</i> by Lisa Moore • <i>Genesis Begins Again</i> by Alicia Williams • <i>Clean Getaway</i> by Nic Stone • <i>Harbor Me</i> by Jacqueline Woodson • <i>New Kid</i> by Jerry Craft 	<ul style="list-style-type: none"> • NewsELA • NBC Learn Video Lessons • Classroom Library - Leveled • Reading Support: Teacher Resources • Student Activity Mats (online or in print) <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>Ancient Egypt</i> by Lisa J. Amstutz • <i>Egyptian Myths</i> by Jacqueline Morley • <i>Egypt's Golden Empire</i> (PBS Documentary, 2005) • <i>National Geographic: Into the Great Pyramid</i> (Documentary, 2003) <p>Suggested Holocaust Resources:</p> <p><i>Daniel's Story</i> by Carol Matas</p> <p><i>Learning About the Holocaust</i> by Michael A. Signal</p> <p><i>Saving Children from the Holocaust: The Kindertransport</i> by Ann Byers</p> <p><i>Hana's Suitcase</i> by Karen Levine</p> <p><i>Hidden: A Child's Story of the Holocaust</i> by Dauvillier, Loic and Greg Salsedo</p> <p><i>Odette's Secrets</i> by Maryann Macdonald</p> <p><i>When Hitler Stole Pink Rabbit</i> by Judith Kerr</p>
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Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide extended time • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Provide written directions with models and diagrams when possible • Build in more group work to allow ELL students to interact and communicate with peers • Collaborate with language professionals and ESL teachers • Implement pre-reading strategies such as picture walks or topic discussions • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Utilize visual charts/cues • Display a word wall with current academic vocabulary in each subject

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 4: Early Civilizations of India

13 Days

Student Objectives/ Learning Standards

Unit Objectives:

The student will:

- Analyze how the environment influenced the Indus Valley civilization.
- Describe the achievements of the Indus Valley Civilization.
- Explain why the Indus Valley civilization's politics, religion and history remain a mystery.
- Summarize how connections between the Indian subcontinent and other regions increased during the Vedic period.
- Discuss what the sacred hymns known as the Vedas teach us about religion and customs in ancient India.
- Describe how Hinduism grew out of the Vedas.
- Describe what Hindus believe about Brahman.
- Explain how hinduism supported people and society in ancient India.
- Summarize how Hinduism spread and what its lasting impact has been.
- Explain why the Buddha gave up a life of luxury and how he found enlightenment.
- Discuss why Buddhists follow the eight-step path.
- Describe how Buddhism supported those who followed the teaching of the Buddha.
- Analyze how Buddhism spread.
- Describe how Chandragupta used military strategy to unite much of India for the first time.
- Summarize how Changragupta developed a bureaucracy, a tax system, and a system of spies to help rule his empire.
- Explain why the emperor Asoka turned from war to peace.
- Describe how Asoka promoted the growth of Buddhism and encouraged morality among his subjects.
- Discuss how Buddhism supported Asoka's hopes for his empire.
- Describe how the Gupta dynasty created the second major Indian empire.
- Analyze how India made advances in the arts, sciences and mathematics, including our modern system of numerals, during Gupta rule.

New Jersey Student Learning Supporting Standards:

6.2.8.CivicsHR.3a 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.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

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.HistoryCC.3a Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.HistoryCA.3a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.HistoryCA.3b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.CivicsPI.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.GeoHE.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.2.12.HistoryCC.1e Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.3.8.CivicsPI.1 Evaluate, take, and defend a position on why government is necessary, and the purposes that a government should serve.

6.3.8.CivicsPI.2 Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Primary Interdisciplinary Connections:

ELA:

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

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Computer Science and Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

Career Readiness, Life Literacies, & Key Skills:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

Formative:

- Google Classroom Assignments
 - Classroom Application Docs
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Alternative:

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 - Google Slides
- Research Project
Artwork
Reader's Theater
Choice Board
Journal
Performance Task

Summative:

Unit Assessments

Benchmark:

Beginning of Year SGO
Mid-Year SGO
End of Year SGO

Knowledge & Skills

Enduring Understandings:

Physical geography helps shape culture.
Trade facilitates the spread of culture and the exchange of ideas.
Different forms of government were tried and tested in ancient times.
Warfare may weaken or transform societies.
International trade encourages prosperity and cultural exchange
Artistic and intellectual achievements of the past have helped to shape modern civilizations.

Essential Questions:

What makes a culture endure?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Core Instructional & Supplemental Materials

- Smartboard
- Chromebooks
- Google Applications
- Websites
- SAVVAS Learning Company:
My World Interactive
- Paper and Pencils
-

Suggested Amistad Resources:

- *Piecing Me Together* by Renee Watson
- *Becoming Muhammad Ali* by Kwame Alexander and James Patterson
- *Heart and Soul:*
- *The Story of America and African Americans* by Kadir Nelson
- *It All Comes Down to This* by Karen English
- *Turning Point* by Paula Chase
- *A Good Kind of Trouble* by Lisa Moore
- *Genesis Begins Again* by Alicia Williams
- *Clean Getaway* by Nic Stone
- *Harbor Me* by Jaqueline Woodson
- *New Kid* by Jerry Craft

Varied Levels of Text:

- NewsELA
- NBC Learn Video Lessons
- Classroom Library - Leveled
- Below level: *Freedom!*
- On level: *Journey to Freedom*
- Advanced: *Pathways to Freedom*
- Student Activity Mats (online or in print)

Suggested Reading:

- *A Volcano Beneath the Snow: John Brown's War Against Slavery* by Albert Marrin
- *Jubilee! One Man's Big, Bold, and Very, Very Loud Celebration of Peace* by Alicia Potter
- *All Different Now: Juneteenth, the First Day of Freedom* by Angela Johnson

Suggested Holocaust Resources:

Daniel's Story by Carol Matas
Learning About the Holocaust by Michael A. Signal
Saving Children from the Holocaust: The Kindertransport by Ann Byers
Hana's Suitcase by Karen Levine
Hidden:
A Child's Story of the Holocaust by Dauvillier, Loic and Greg Salsedo
Odette's Secrets by Maryann Macdonald
When Hitler Stole Pink Rabbit by Judith Kerr

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
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- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 5: Early Civilizations of China

10.5 Days

Unit Objectives/Standards/Learning Targets

Students will:

- Identify how location and environment influenced the development of civilization in China.
- Describe how Chinese society emerged along the Huang River.
- Summarize the major achievements of the Shang dynasty.
- Compare and contrast the Chinese system of writing with that of modern English.
- Explain how the Zhou dynasty gained power.
- Discuss how the idea of the Mandate of Heaven explained the rise and fall of dynasties.
- Summarize the success and failures of the Zhou dynasty. Compare and contrast the Zhou and Shang dynasties.
- Analyze the role that belief in spirits and reverence for ancestors played in early Chinese religion.
- Explain how the philosophical system of Confucianism supported individuals, rulers and societies.
- Summarize the values that Daoism affirmed.
- Describe how Confucianism and Daoism developed different solutions to the chaos of the Warring States period.
- Discuss the steps that Shi Huangdi took to unite China.
- Explain why Shi's centralized government was so powerful.
- Describe how Legalist principles shaped the Qin dynasty.
- Identify one cause of the fall of the Qin dynasty.
- Describe the social customs and government policies that helped China to unify into a single state under the Han dynasty.
- Analyze the role that Confucianism played in the development of the civil service.
- Explain how the establishment of the Silk Road increased trade, the spread of Buddhism, and the connections between China and other regions of Afro-Eurasia.
- Compare and contrast the Han and Qin dynasties.
- Identify how Confucian teachings about relationships shaped Han society.
- Analyze why China's economy was strong under Han.
- Summarize the major achievements of Han China in the arts, science and technology.
- Explain the importance of the invention of paper.

New Jersey Student Learning Supporting Standards:

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.CivicsDP.3.a Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8.CivicsDP.3.b Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

Primary Interdisciplinary Connections:

ELA:

ELA: 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.6.3. 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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8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

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9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

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- Choice Board
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- Performance Task

Summative:

- Unit Assessments

Benchmark:

- Beginning of Year SGO

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
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	<ul style="list-style-type: none"> • Mid-Year SGO • End of Year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • The structure of today's democratic government was shaped by those developed in the ancient world. • Political and civil unrest often sparks governmental upheaval and change. • The legacy of past empires are still evident in the cultures of the world today. • Factors such as civil unrest, economic instability, and governmental strife can lead to the collapse of an entire nation. 	Essential Questions: <ul style="list-style-type: none"> • How do societies preserve order?
Core Instructional & Supplemental Materials	
<p>Materials and Resources</p> <ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • SAVVAS Learning Company: My World Interactive • Paper and Pencils <p>Suggested Amistad Resources:</p> <p><i>Piecing Me Together</i> by Renee Watson</p> <p><i>Becoming Muhammad Ali</i> by Kwame Alexander and James Patterson</p> <p><i>Heart and Soul:</i></p> <p><i>The Story of America and African Americans</i> by Kadir Nelson</p> <p><i>It All Comes Down to This</i> by Karen English</p> <p><i>Turning Point</i> by Paula Chase</p> <p><i>A Good Kind of Trouble</i> by Lisa Moore</p> <p><i>Genesis Begins Again</i> by Alicia Williams</p> <p><i>Clean Getaway</i> by Nic Stone</p> <p><i>Harbor Me</i> by Jaqueline Woodson</p>	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • NewsELA • NBC Learn Video Lessons • Classroom Library - Leveled • Reading Support: Teacher Resources • Student Activity Mats (online or in print) <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>Buddhism</i>, (World Religions), Don Nardon • <i>Becoming Buddha: The Story of Siddhartha</i>, Whitney Stewart • <i>Hanuman</i>, Erik Jendresen • <i>Life in the Ancient Indus River Valley</i>, by Hazel Richardson • <i>Science in Ancient India</i>, by Melissa Stewart • <i>The Story of India</i> (PBS documentary), 2009 <p>Suggested Holocaust Resources:</p> <p><i>Daniel's Story</i> by Carol Matas</p> <p><i>Learning About the Holocaust</i> by Michael A. Signal</p> <p><i>Saving Children from the Holocaust: The Kindertransport</i> by Ann Byers</p> <p><i>Hana's Suitcase</i> by Karen Levine Hidden:</p> <p><i>A Child's Story of the Holocaust</i> by Dauvillier, Loic and Greg Salsedo</p>

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

New Kid by Jerry Craft

Odette's Secrets by Maryann Macdonald When Hitler Stole Pink Rabbit by Judith Kerr

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- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
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- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
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- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
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may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Topic 6: Ancient Greece

13 Days

Student Objectives/Learning Standards

Unit Objectives:

The student will:

- Summarize the type of government that developed in Sparta.
- Describe what life was like in Sparta.
- Explain how Sparta differed from Athens.
- Describe the roles and rights of women in the Greek city-states.
- Explain how Greek society was organized.
- Discuss why the Greeks expanded through trade, conquest and colonization.
- Analyze how the Greeks' expansion affected connections within the ancient world.
- Explain how the Greek city-states defeated the Persian empire.
- Identify the role taken by Athens after the Persian Wars.
- Summarize the causes and effects of the Peloponnesian War.
- Analyze the effect of Greek religion and mythology on individuals and society.
- Identify the ways Greek art and architecture have remained influential today.
- Discuss how Greek literature continues to permeate our literature and language today.
- Identify the enduring contributions Greek scholars made to philosophy and history.
- Describe the scientific and medical discoveries made by the ancient Greeks.
- Explain how Greek thought affected individuals, states and societies.
- Explain how Macedonian rulers defeated the Greek city states
- Describe the ways in which Alexander's conquests affected connections between cultures in the ancient world.
- Discuss how Hellenistic learning expanded the impact of Greek culture.

New Jersey Student Learning Supporting Standards:

6.2.8.CivicsPl..a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.GeoHE.4a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world

6.2.8.GeoHP.4.a Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

6.2.8.GeoGI.4.a Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.HistoryC.4.e Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.4f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Primary Interdisciplinary Connections:

ELA:

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.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Computer Science & 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.DA.3: Identify the appropriate tool to access data based on its file format.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills:

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 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.GCA.2: Demonstrate openness to diverse ideas and perspectives through active

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

discussions to achieve a group goal.

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem

Evidence of Student Learning

Formative:

- Google Classroom Assignments
- Classroom Application Docs
- Hands on activities
- Group/Cooperative Activities
- Student Journals
- Chapter assessments
- Section quizzes
- Performance Assessment
- Project work

Alternative:

- Project
- PowerPoint
- Google Slides
- Research Project
- Artwork
- Reader's Theater
- Choice Board
- Journal
- Performance Task

Summative:

- Unit Assessments

Benchmark:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- Sometimes empires do not fall but evolve into new empires that are very different from their predecessors
- Religious groups that start out united often split into different sects.
- The legacies of ancient empires were preserved by the empires that came after them.
 - Several religions emphasize monotheism, or belief in a single god.

Essential Questions:

- What is the best form of government?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Religions can help define a civilization, and can be shared by different cultures.

Core Instructional & Supplemental Materials

- Materials and Resources
- Smartboard
- Chromebooks
- Google Applications
- SAVVAS Learning Company: My World Interactive
- Paper and Pencils
- **Suggested Amistad Resources:**
- *Piecing Me Together* by Renee Watson
- *Becoming Muhammad Ali* by Kwame Alexander and James Patterson
- *Heart and Soul:*
- *The Story of America and African Americans* by Kadir Nelson
- *It All Comes Down to This* by Karen English
- *Turning Point* by Paula Chase
- *A Good Kind of Trouble* by Lisa Moore
- *Genesis Begins Again* by Alicia Williams
- *Clean Getaway* by Nic Stone
- *Harbor Me* by Jaqueline Woodson
- *New Kid* by Jerry Craft

Varied Levels of Text:

- NewsELA
- NBC Learn Video Lessons
- Classroom Library - Leveled
- Reading Support: Teacher Resources
- Student Activity Mats (online or in print)

Suggested Reading:

- *Confucius: The Golden Rule*, by Russell Freedman
- *The Emperor's Silent Army: Terracotta Warriors of Ancient China*, by Jane O'Connor
- *The Gods and Goddesses of Ancient China* by Leonard Everett Fisher
- *The Great Wall of China*, by Leonard Everett Fisher

Suggested Holocaust Resources:

Daniel's Story by Carol Matas
Learning About the Holocaust by Michael A. Signal
Saving Children from the Holocaust: The Kindertransport by Ann Byers
Hana's Suitcase by Karen Levine
Hidden: A Child's Story of the Holocaust by Loic Dauvillier and Greg Salsedo
Odette's Secrets by Maryann Macdonald
When Hitler Stole Pink Rabbit by Judith Kerr

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines.

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 7: The Roman Republic

7.5 Days

Unit Objectives/Standards/Learning Targets

Students will learn that:

- Describe how geography affected Rome's growth.
- Analyze how the Etruscans and Greeks influenced Roman culture.
- Identify the form of government the Romans founded.
- Explain how the Romans gained control of the Italian Peninsula.
- Analyze why and how power was divided among different groups in the Roman republic.
- Describe how the Romans viewed the concept of citizenship.
- Explain how the Roman republic functioned.
- Analyze the influence the Roman republic had on later governments.
- Describe the roles men and women held in Roman society.
- Understand how life differed for different classes of Romans.
- Explain how religion and citizenship were connected in Romans' lives.
- Describe how Rome changed after the Punic Wars.
- Identify the strengths and weaknesses of the Roman republic.
- Explain why the Roman republic fell.

New Jersey Student Learning Supporting Standards:

6.2.8.CivicsPI.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.GeoHE.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.GeoHP.4.a Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.GeoHP.4.b Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.GeoHP.4.c Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts

6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoGI.4.a Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.EconNE.4.a Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

6.2.8.HistoryCC.4.b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements

Primary Interdisciplinary Connections:

ELA:

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.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Computer Science and Design Thinking:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

Career Readiness, Life Literacies, & Key Skills:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Student Learning

Formative:

- Google Classroom Assignments
- Classroom Application Docs
- Hands on activities
- Group/Cooperative Activities
- Student Journals
- Chapter assessments

Alternative:

- Project
- PowerPoint
- Google Slides
- Research Project
- Artwork
- Reader's Theater

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
<ul style="list-style-type: none"> • Section quizzes • Performance Assessment • Project work 	<ul style="list-style-type: none"> • Choice Board • Journal • Performance Task
<p>Summative:</p> <ul style="list-style-type: none"> • Unit Assessments 	<p>Benchmark:</p> <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-Year SGO • End of Year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The struggle for power among societies is ongoing over time. • Factors such as language, religion, leisure, scholarship, affluence, social systems, and government combine to define a society's culture. • Governmental structures change according to the needs of society 	<p>Essential Questions:</p> <p>What is the best form of government?</p>
Core Instructional & Supplemental Materials	
<ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • SAVVAS Learning Company: My World Interactive • Paper and Pencils <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • <i>Piecing Me Together</i> by Renee Watson • <i>Becoming Muhammad Ali</i> by Kwame Alexander and James Patterson • <i>Heart and Soul:</i> 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • NewsELA • NBC Learn Video Lessons • Classroom Library - Leveled • Reading Support: Teacher Resources • Student Activity Mats (online or in print) <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>Black Ships Before Troy: The Story of the Iliad</i> by Rosemary Sutcliff • <i>Odysseus</i> by Geraldine McCaughrean • <i>Science in Ancient Greece</i> by Kathlyn Gay <p>Suggested Holocaust Resources:</p> <p><i>Daniel's Story</i> by Carol Matas</p> <p><i>Learning About the Holocaust</i> by Michael A. Signal</p>

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

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|---|---|
| <ul style="list-style-type: none"> ● <i>The Story of America and African Americans by Kadir Nelson</i> ● <i>It All Comes Down to This by Karen English Turning Point by Paula Chase</i> ● <i>A Good Kind of Trouble by Lisa Moore Genesis Begins Again by Alicia Williams</i> ● <i>Clean Getaway by Nic Stone</i> ● <i>Harbor Me by Jaqueline Woodson</i> ● <i>New Kid by Jerry Craft</i> | <p><i>Saving Children from the Holocaust: The Kindertransport by Ann Byers</i></p> <p><i>Hana's Suitcase by Karen Levine Hidden: A Child's Story of the Holocaust by Dauvillier, Loic and Greg Salsedo</i></p> <p><i>Odette's Secrets by Maryann Macdonald When Hitler Stole Pink Rabbit by Judith Kerr</i></p> |
|---|---|

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

to draw a conclusion or make connections to other areas of learning.

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Topic 8: The Roman and Byzantine Empires

13 Days

Student Objective/Learning Standards

The student will:

- Explain what the Pox Romana was and how it affected Rome.
- Describe how the Roman Empire gained and maintained power over people and territories.
- Identify how Rome's achievements in architecture and technology encouraged its growth.
- Summarize how Rome's environment affected its growing economy and trade network.
- Discuss the relationship between Rome and Judea.
- Explain who Jesus was and what he taught.
- Describe how the religion of Christianity developed and changed.
- Analyze how Christianity spread.
- Describe the writings that form Christianity's scripture.
- Explain the core beliefs that most Christians share.
- Discuss how Christians practice their religion.
- Identify what Christians believe about atonement, or making up for one's sins.
- Summarize the cultural exchanges that took place between Rome and other ancient civilizations.
- Identify the Roman achievements in art, literature and science.
- Explain how ancient Rome influenced language and popular culture.
- Describe the legacies left by Rome's government and concept of citizenship.
- Discuss the factors that led to the Roman empire's decline.
- Identify the attempts that Rome's leaders made to hold the empire together.
- Explain what happened to the two halves of the Roman empire.
- Describe which parts of society challenged Roman emperors.
- Analyze the ways in which the Byzantine empire differed from the Roman empire.
- Discuss Justinian's achievements.
- Identify what caused the Byzantine empire to decline.
- Describe how the Byzantine empire influenced the cultures around it, including early Russia.
- Summarize the differences that arose between Christians during the Byzantine period.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Analyze the ways the Eastern Orthodox Church and the Roman Catholic Church differ.
- Discuss the ways in which the culture of the Byzantines was unique.
- Describe the difference in leadership between Eastern and Western churches.

New Jersey Student Learning Supporting Standards:

6.2.8.GeoHE.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.HistoryCC.4b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Primary Interdisciplinary Connections:

ELA:

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.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Computer Science & 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.DA.3: Identify the appropriate tool to access data based on its file format.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

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8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Career Readiness, Life Literacies, & Key Skills:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses,

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

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.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

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9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Evidence of Student Learning

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Alternative:

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- Artwork
- Reader's Theater
- Choice Board
- Journal
- Performance Task

Summative:

- Unit Assessments

Benchmark:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

Essential Questions:

- What forces can cause a society to change?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
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<ul style="list-style-type: none"> • Cultures develop in response to their environments and also shape those environments. • People adapt to places where they live. 	
Core Instructional & Supplemental Materials	
<ul style="list-style-type: none"> • Materials and Resources • Smartboard • Chromebooks • Google Applications • Websites • SAVVAS Learning Company: • My World Interactive • Paper and Pencils • Suggested Amistad Resources: • <i>Piecing Me Together</i> by Renee Watson • <i>Becoming Muhammad Ali</i> by Kwame Alexander and James Patterson • <i>Heart and Soul:</i> • <i>The Story of America and African Americans</i> by Kadir Nelson • <i>It All Comes Down to This</i> by Karen English • <i>Turning Point</i> by Paula Chase • <i>A Good Kind of Trouble</i> by Lisa Moore • <i>Genesis Begins Again</i> by Alicia Williams • <i>Clean Getaway</i> by Nic Stone • <i>Harbor Me</i> by Jaqueline Woodson • <i>New Kid</i> by Jerry Craft 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • NewsELA • NBC Learn Video Lessons • Classroom Library - Leveled • Reading Support: Teacher Resources • Student Activity Mats (online or in print) <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>Ancient Civilization: Rome</i> by Valerie Bodden • <i>Art and Culture of Ancient Rome</i> by Nicholas Pistone, Giovanni Di Pasquale and Matilde Bardi • <i>DK Eyewitness Books: Ancient Rome</i> by Simon James • <i>When Rome Ruled, a six-part video series</i> by National Geographic <p>Suggested Holocaust Resources:</p> <p><i>Daniel's Story</i> by Carol Matas</p> <p><i>Learning About the Holocaust</i> by Michael A. Signal</p> <p><i>Saving Children from the Holocaust: The Kindertransport</i> by Ann Byers</p> <p><i>Hana's Suitcase</i> by Karen Levine</p> <p><i>Hidden: A Child's Story of the Holocaust</i> by Loic Dauvillier, Loic and Greg Salsedo</p> <p><i>Odette's Secrets</i> by Maryann Macdonald</p> <p><i>When Hitler Stole Pink Rabbit</i> by Judith Kerr</p>

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
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- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
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- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 9: Life in Medieval Christendom

10 Days

Student Objectives/Learning Standards

Unit Objectives:

Students will:

- Explain how Europe's varied geography attracted many people.
- Understand what role Germanic tribes played after the fall of Rome.
- Analyze how Charlemagne united large parts of Western Europe.
- Describe how Christian teachings were spread throughout northern Europe.
- Identify the kind of communities Christian monks and nuns formed.
- Explain how the Catholic Church became a center of authority in medieval Europe.
- Describe the impact the invasions by Vikings and other groups had on Europe.
- Analyze how the decentralized system of feudalism provided order, controlled people and weakened state power.
- Explain how manorialism created many small, self-sufficient economic units.
- Analyze how environmental and technological innovations supported the growth of medieval Christendom.
- Identify the results of expanding trade.
- Explain why guilds were important to the medieval economy.
- Explain how the religion of Christianity developed and changed over time.
- Analyze how Christianity influenced medieval society and culture.
- Identify the characteristics of medieval universities.

New Jersey Student Learning Supporting Standards:

6.2.8.CivicsPI.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.CivicsDP.4a Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

6.2.8.GeoHE.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.GeoHP.4.c Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts

6.2.8.GeoHE.4.b Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.HistoryCC.4.b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.HistoryCC.4.c Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time

Primary Interdisciplinary Connections:

ELA:

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.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Computer Science & Design Thinking:

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Readiness, Life Literacies, & Key Skills:

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Evidence of Student Learning

Formative:

- Google Classroom Assignments
- Classroom Application Docs
- Hands on activities
- Group/Cooperative Activities
- Student Journals
- Chapter assessments
- Section quizzes
- Performance Assessment
- Project work

Alternative:

- Project
- PowerPoint
- Google Slides
- Research Project
- Artwork
- Reader's Theater
- Choice Board
- Journal
- Performance Task

Summative:

- Unit Assessments

Benchmark:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

Religious beliefs and customs can greatly affect daily life.

Essential Questions:

- How did societies preserve order?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
<p>Civilizations grow and thrive when there is social, political, and economic stability.</p> <ul style="list-style-type: none"> • The competition for power often leads to conflict. • New forms of government may evolve from power struggles. • Efforts to dictate religious beliefs often lead to war and persecution. • Agricultural advances trigger economic development. • Trade fosters the growth of towns and of workers' associations. • Religion may inspire artistic achievement and promote education systems. 	
Core Instructional & Supplemental Materials	
<ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • SAVVAS Learning Company: • My World Interactive • Paper and Pencils <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • <i>Piecing Me Together</i> by Renee Watson • <i>Becoming Muhammad Ali</i> by Kwame Alexander and James Patterson • <i>Heart and Soul:</i> • <i>The Story of America and African Americans</i> by Kadir Nelson • <i>It All Comes Down to This</i> by Karen English • <i>Turning Point</i> by Paula Chase • <i>A Good Kind of Trouble</i> by Lisa Moore • <i>Genesis Begins Again</i> by Alicia Williams • <i>Clean Getaway</i> by Nic Stone • <i>Harbor Me</i> by Jaqueline Woodson • <i>New Kid</i> by Jerry Craft 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • NewsELA • NBC Learn Video Lessons • Classroom Library - Leveled • Reading Support: Teacher Resources • Student Activity Mats (online or in print) <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>History and Activities of the Roman Empire</i> by Alexandra Fix • <i>Life in Ancient Rome</i> by Shilpa Mehta-Jones • <i>The Fall of the Roman Empire</i> by Rita J. Markel • <i>Rome Falls</i>, History.com (video) <p>Suggested Holocaust Resources:</p> <p><i>Daniel's Story</i> by Carol Matas</p> <p><i>Learning About the Holocaust</i> by Michael A. Signal</p> <p><i>Saving Children from the Holocaust: The Kindertransport</i> by Ann Byers</p> <p><i>Hana's Suitcase</i> by Karen Levine</p> <p><i>Hidden: A Child's Story of the Holocaust</i> by Loic Dauvillier, Loic and Greg Salsedo</p> <p><i>Odette's Secrets</i> by Maryann Macdonald</p> <p><i>When Hitler Stole Pink Rabbit</i> by Judith Kerr</p>

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

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Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

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- Providing needed academic resources (paper, pencils, computer time)
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- Place more importance on attitude, effort, and strategy
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 10: Struggle in Medieval Europe

10.5 Days

Student Objectives/Learning Standards

Unit Objectives:

The student will:

- Analyze the struggle for power between kings and popes in the Middle Ages.
- Identify the causes and effects of the conflict between Henry IV and Pope Gregory.
- Explain how a strong monarchy emerged in France.
- Identify the impact that the Norman Conquest had on the history and culture of England.
- Explain why Henry II and Becket clashed.
- Analyze how the Magna Carta supported the development of a limited monarchy.
- Explain why Europeans launched crusades.
- Analyze how the Crusade led to increased persecution of Jews, Muslims and Christians heretics.
- Identify the lasting social and economic effects of the Crusades.
- Understand how Spain's Muslim conquerors built a sophisticated culture.
- Explain how powerful new rulers drove Muslims and Jews from Spain in the late Middle Ages.
- Explain how the Hundred Years' War threatened the stability of medieval society.
- Understand why the Black Death spread rapidly across Europe and Asia in the 1300's.
- Analyze the impact the Black Death had on the medieval social order.

New Jersey Student Learning Supporting Standards:

- 6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.
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- 6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

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Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

Evidence of Student Learning	
Formative: <ul style="list-style-type: none"> • Google Classroom Assignments • Classroom Application Docs • Hands on activities • Group/Cooperative Activities • Student Journals • Chapter assessments • Section quizzes • Performance Assessment • Project work 	Alternative: <ul style="list-style-type: none"> • Project • PowerPoint • Google Slides • Research Project • Artwork • Reader's Theater • Choice Board • Journal • Performance Task
Summative: <ul style="list-style-type: none"> • Unit Assessments 	Benchmark: <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-Year SGO • End of Year SGO
Knowledge & Skills	
Enduring Understandings: The quest for knowledge and the emphasis on reason helped bring about modern culture. Innovations in technology affect politics, economics, and everyday life. Exposure to new ideas often spurs a period of artistic and cultural creativity. In response to abuses and power, people often reform or replace old institutions. <ul style="list-style-type: none"> • Religious and cultural differences can contribute to political and military conflicts. • During periods of rapid change, some people embrace new ideas while others try to restore the old ways. • Technological advances have enabled humans to explore their world more completely. • Throughout history, nations have sought to increase their wealth and power by conquering other lands. 	Essential Questions: <ul style="list-style-type: none"> • What forces can cause a society to change?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- When societies exchange goods and ideas, they often undergo cultural change that has both positive and negative results.
- What are the consequences of trade?

Core Instructional & Supplemental Materials

- Smartboard
- Chromebooks
- Google Applications
- Websites
- SAVVAS Learning Company:
- My World Interactive
- Paper and Pencils

Suggested Amistad Resources:

- *Piecing Me Together* by Renee Watson
- *Becoming Muhammad Ali* by Kwame Alexander and James Patterson
- *Heart and Soul:*
- *The Story of America and African Americans* by Kadir Nelson
- *It All Comes Down to This* by Karen English
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- *New Kid* by Jerry Craft

Varied Levels of Text:

- NewsELA
- NBC Learn Video Lessons
- Classroom Library - Leveled
- Reading Support: Teacher Resources
- Student Activity Mats (online or in print)

Suggested Reading:

- *Daily Life in the Middle Ages* by Paul B. Newman
- *Catherine, Called Birdy* by Karen Cushman
- *Cathedral* (PBS Documentary, 2006)
- *Castle* (PBS Documentary, 2006)

Suggested Holocaust Resources:

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Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
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Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Topic 11. The Islamic Word and South Asia

10.5 Days

Student Objectives/ Learning Standards

Unit Objectives:

The student will:

- Describe the impact of the environment on Arabia.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Describe the role Muhammad played in the development of Islam.
- Explain why Muhammad's move from Mecca to Medina was important.
- Understand the main sources of Islamic teachings.
- Analyze what Muslims believe about God and the afterlife.
- Discuss the basic rules all Muslims are expected to follow.
- Explain why the Muslim empire was able to expand rapidly.
- Describe how Islam developed and changed after the death of Muhammad.
- Analyze the spread of Islam to multiple cultures and diverse empires.
- Describe the impact of trade and the growth of cities on Islamic civilization.
- Explain the main characteristics of Muslim arts and literatures.
- Identify how Muslim rulers encouraged learning, science and mathematics.
- Describe what happened to South Asia after the fall of the Gupta empire.
- Discuss how the religions of Hinduism and Buddhism spread and changed over time.
- Explain how the Muslim expansion into India led to the rise of Sikhism.

New Jersey Student Learning Supporting Standards:

- 6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

ELA:

- 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.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- SL.6.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Computer Science & Design Thinking:

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 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.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Readiness, Life Literacies, & Key Skills:

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Evidence of Student Learning

Formative:

- Google Classroom Assignments
- Classroom Application Docs
- Hands on activities
- Group/Cooperative Activities
- Student Journals
- Chapter assessments
- Section quizzes
- Performance Assessment

Alternative:

- Project
- PowerPoint
- Google Slides
- Research Project
- Artwork
- Reader's Theater
- Choice Board
- Journal

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
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<ul style="list-style-type: none"> • Project work 	<ul style="list-style-type: none"> • Performance Task
Summative: <ul style="list-style-type: none"> • Unit Assessments 	Benchmark: <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-Year SGO • End of Year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • The quest for knowledge and the emphasis on reason helped bring about modern culture. • Innovations in technology affect politics, economics, and everyday life. • Exposure to new ideas often spurs a period of artistic and cultural creativity. • In response to abuses and power, people often reform or replace old institutions. • Religious and cultural differences can contribute to political and military conflicts. • During periods of rapid change, some people embrace new ideas while others try to restore the old ways. • Technological advances have enabled humans to explore their world more completely. • Throughout history, nations have sought to increase their wealth and power by conquering other lands. • When societies exchange goods and ideas, they often undergo cultural change that has both positive and negative results. • What are the consequences of trade? 	Essential Questions: <ul style="list-style-type: none"> • How do ideas grow and spread?
Core Instructional & Supplemental Materials	
<ul style="list-style-type: none"> • Materials and Resources 	Varied Levels of Text:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- • Smartboard
- • Chromebooks
- • Google Applications
- • Websites
- • SAVVAS Learning Company:
- My World Interactive
- • Paper and Pencils

• **Suggested Amistad Resources:**

- *Piecing Me Together* by Renee Watson
- *Becoming Muhammad Ali* by Kwame Alexander and James Patterson
- *Heart and Soul:*
- *The Story of America and African Americans* by Kadir Nelson
- *It All Comes Down to This* by Karen English
- *Turning Point* by Paula Chase
- *A Good Kind of Trouble* by Lisa Moore
- *Genesis Begins Again* by Alicia Williams
- *Clean Getaway* by Nic Stone
- *Harbor Me* by Jacqueline Woodson
- *New Kid* by Jerry Craft

- NewsELA
- NBC Learn Video Lessons
- Classroom Library - Leveled
- Reading Support: Teacher Resources
- Student Activity Mats (online or in print)

Suggested Reading:

- *The Magna Charta* by James Daugherty
- *Middle Ages: Short Biographies from Medieval Times* by Rene Chastain
- *Outrageous Women of the Middle Ages*, Vicki Leon
- *The Blood Red Horse*, K.M. Gtsny
- *The Murder of Thomas Becket, 1170*, Eyewitness to History.com
- *St. Gregory VII: Investiture Controversy*, Britannica.com, (Media/Video)

Suggested Holocaust Resources:

Daniel's Story by Carol Matas
Learning About the Holocaust by Michael A. Signal
Saving Children from the Holocaust: The Kindertransport by Ann Byers
Hana's Suitcase by Karen Levine
Hidden: A Child's Story of the Holocaust by Loic Dauvillier and Greg Salsedo
Odette's Secrets by Maryann Macdonald
When Hitler Stole Pink Rabbit by Judith Kerr

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 12. Civilizations of East Asia
and Southeast Asia

14.5 Days

Student Objectives/Learning Standards

Unit Objectives:

The student will:

- Describe how the Tang and Song dynasties gained and maintained power over people and territories.
- Explain how the civil service system strengthened China's government.
- Understand the causes and effects of China's economic revolution.
- Identify why paper money was an improvement over coins.
- Discuss how the Mongol empire destroyed states and increased the interconnection of Afroeurasia.
- Identify the steps that Ming emperors took to wipe out Mongol influence and restore Chinese rule.
- Explain why Ming rulers chose to reduce contact with the outside world.
- Describe why European traders were considered smugglers by the Ming.
- Analyze the impact that Chinese technology and trade had on the world.
- Explain how the arts flourished in China under the Tang, Song and Ming.
- Describe the effects that Daoism, Confucianism and Buddhism had on China.
- Explain why some might believe that the invention of gunpowder is the most important Chinese technological advancement.
- Describe how geography shaped the development of Japanese culture.
- Identify the actions Prince Shotoku took to unite the warring clans of Japan into a unified kingdom.
- Explain how Chinese culture, ideas and technologies influenced Japan.
- Analyze how religion in Japan changed after Buddhism's arrival.
- Explain why Japanese emperors lost power to rival clans.
- Describe how feudalism emerged in Japan.
- Summarize the influence that samurai customs and values had on the government and society of medieval Japan.
- Compare and contrast the systems of feudalism in medieval Europe and Japan.
- Describe the forms of literature, drama, and art that flourished at the Heian Court.
- Analyze the values that shaped Japanese culture.
- Identify the influence of Shinto and Buddhism on Japan.
- Discuss why Zen Buddhism appealed to samurai.
- Explain how powerful neighbors influenced the cultures of Korea and Southeast Asia.
- Identify the dynasties that developed in Korea.
- Analyze the cultures that emerged from Southeast Asia.
- Discuss why Korea's location had strategic importance to both China and Japan.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

New Jersey Student Learning Supporting Standards:

- 6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

ELA:

- 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.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- SL.6.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Computer Science & Design Thinking:

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
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Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Readiness, Life Literacies, & Key Skills:

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
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- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
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- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Evidence of Student Learning

Formative:

- Google Classroom Assignments
- Classroom Application Docs
- Hands on activities
- Group/Cooperative Activities
- Student Journals
- Chapter assessments
- Section quizzes
- Performance Assessment
- Project work

Alternative:

- Project
- PowerPoint
- Google Slides
- Research Project
- Artwork
- Reader's Theater
- Choice Board
- Performance Task

Summative:

- Unit Assessments

Benchmark:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

Essential Questions:

- How do ideas grow and spread?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- The quest for knowledge and the emphasis on reason helped bring about modern culture.
- Innovations in technology affect politics, economics, and everyday life.
- Exposure to new ideas often spurs a period of artistic and cultural creativity.
- In response to abuses and power, people often reform or replace old institutions.
- Religious and cultural differences can contribute to political and military conflicts.
- During periods of rapid change, some people embrace new ideas while others try to restore the old ways.
- Technological advances have enabled humans to explore their world more completely.
- Throughout history, nations have sought to increase their wealth and power by conquering other lands.
When societies exchange goods and ideas, they often undergo cultural change that has both positive and negative results.
- What are the consequences of trade?

Core Instructional & Supplemental Materials

Materials and Resources

- Smartboard
- Chromebooks
- Google Applications
- Websites
- SAVVAS Learning Company:
My World Interactive
- Paper and Pencils

Varied Levels of Text:

- NewsELA
- NBC Learn Video Lessons
- Classroom Library - Leveled
- Reading Support: Teacher Resources
- Student Activity Mats (online or in print)

Suggested Reading:

- *Muhammad* by Demi
- *The Genius of Islam* by Bryn Barnard

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Suggested Amistad Resources:

- *Piecing Me Together* by Renee Watson
- *Becoming Muhammad Ali* by Kwame Alexander and James Patterson
- *Heart and Soul:*
- *The Story of America and African Americans* by Kadir Nelson
- *It All Comes Down to This* by Karen English
- *Turning Point* by Paula Chase
- *A Good Kind of Trouble* by Lisa Moore
- *Genesis Begins Again* by Alicia Williams
- *Clean Getaway* by Nic Stone
- *Harbor Me* by Jacqueline Woodson
- *New Kid* by Jerry Craft

- *The Story of the World: History for the Classical Child: The Middle Ages: From the Fall of Rome to the Rise of the Renaissance* by Susan Wise Bauer

Suggested Holocaust Resources:

Daniel's Story by Carol Matas
Learning About the Holocaust by Michael A. Signal
Saving Children from the Holocaust: The Kindertransport by Ann Byers
Hana's Suitcase by Karen Levine
Hidden: A Child's Story of the Holocaust by Loic Dauvillier, Loic and Greg Salsedo
Odette's Secrets by Maryann Macdonald
When Hitler Stole Pink Rabbit by Judith Kerr

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

student IEP or 504 plan

- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 13. Civilizations of the Americas

9.5 Days

Student Objectives/Learning Standards

Unit Objectives:

The student will:

- Describe how the environment affected the expansion of agriculture, population, cities and empires in Mesoamerica.
- Analyze the relationship between religion and government in the Mayan civilization.
- Describe the advances made by the Maya in writing, mathematics, science and architecture.
- Explain why the Aztec empire gained power over people and territories.
- Identify how the Aztecs developed a highly organized government and advanced achievements in engineering and architecture.
- Describe how Mesoamerican religion changed over time.
- Discuss how the environment affected the expansion of agriculture, population, cities and empires in the Andean region.
- Explain how the Incan empire gained and maintained power over people and territories.
- Describe the chief Incan achievements in engineering and the arts.
- Summarize what archeological evidence reveals about early North American cultures.
- Describe how Native American cultures were shaped by a variety of geographic conditions.
- Identify what diverse cultures arose in North America.

New Jersey Student Learning Supporting Standards:

- 6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

ELA:

- 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.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- SL.6.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Computer Science & Design Thinking:

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
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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.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Readiness, Life Literacies, & Key Skills:

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
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- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Evidence of Student Learning

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
<p>Formative:</p> <ul style="list-style-type: none"> • Google Classroom Assignments • Classroom Application Docs • Hands on activities • Group/Cooperative Activities • Student Journals • Chapter assessments • Section quizzes • Performance Assessment • Project work 	<p>Alternative:</p> <ul style="list-style-type: none"> • Project • PowerPoint • Google Slides • Research Project • Artwork • Reader's Theater • Performance Task
<p>Summative:</p> <ul style="list-style-type: none"> • Unit Assessments 	<p>Benchmark:</p> <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-Year SGO • End of Year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The quest for knowledge and the emphasis on reason helped bring about modern culture. • Innovations in technology affect politics, economics, and everyday life. • Exposure to new ideas often spurs a period of artistic and cultural creativity. • In response to abuses and power, people often reform or replace old institutions. • Religious and cultural differences can contribute to political and military conflicts. • During periods of rapid change, some people embrace new ideas while others try to restore the old ways. • Technological advances have enabled humans to explore their world more completely. • Throughout history, nations have sought to increase their wealth and power by conquering other lands. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How much does geography shape people's lives?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- When societies exchange goods and ideas, they often undergo cultural change that has both positive and negative results.
- What are the consequences of trade?

Core Instructional & Supplemental Materials

- Smartboard
- Chromebooks
- Google Applications
- Websites
- SAVVAS Learning Company:
- My World Interactive
- Paper and Pencils

Suggested Holocaust Resources:

- *Daniel's Story* by Carol Matas
- *Learning About the Holocaust* by Michael A. Signal
- *Saving Children from the Holocaust: The Kindertransport* by Ann Byers
- *Hana's Suitcase* by Karen Levine
- *Hidden:*
- *A Child's Story of the Holocaust* by Dauvillier, Loic and Greg Salsedo
- *Odette's Secrets* by Maryann Macdonald
- *When Hitler Stole Pink Rabbit* by Judith Kerr

Varied Levels of Text:

- NewsELA
- NBC Learn Video Lessons
- Classroom Library - Leveled
- Reading Support: Teacher Resources
- Student Activity Mats (online or in print)

Suggested Reading:

- *Genghis Khan's Mongolian Empire (Lost Civilizations)* Thomas Streissguth
- *Life in Ancient Japan (Peoples of the Ancient World)* by Hazel Richardson
- *The Sign of the Chrysanthemum* by Katherine Paterson

Suggested Amistad Resources:

- *Piecing Me Together* by Renee Watson
- *Becoming Muhammad Ali* by Kwame Alexander and James Patterson
- *Heart and Soul:*
- *The Story of America and African Americans* by Kadir Nelson
- *It All Comes Down to This* by Karen English
- *Turning Point* by Paula Chase
- *A Good Kind of Trouble* by Lisa Moore
- *Genesis Begins Again* by Alicia Williams
- *Clean Getaway* by Nic Stone
- *Harbor Me* by Jacqueline Woodson
- *New Kid* by Jerry Craft

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

demonstrate knowledge when you are not specifically assessing writing

- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Topic 14. African Civilizations	8 Days
Student Objectives/Learning Standards	
Unit Objectives:	
The student will:	
<ul style="list-style-type: none">• Identify Africa's chief geographical regions and natural resources.• Describe the impact that iron-working and the gold-salt trade had on West Africa.• Explain how the environment affected the development and expansion of Ghana.• Identify factors that allowed Ghana to create a powerful empire.• Sequence events in the rise of the Mali empire.• Explain what made Malia the site of encounter.• Draw conclusions about the effects of cultural exchange in Mali.• Discuss how the Songhai empire encouraged the spread of Islam.• Discuss how Axum became an important trading kingdom.• Identify the kingdom that became a center of Christianity in East Africa.• Describe the role East Africa played in ocean trade.• Describe how kinship and caste shaped African religions.• Summarize the importance of written and oral traditions in African culture.	
New Jersey Student Learning Supporting Standards:	
<ul style="list-style-type: none">• 6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.• 6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.• 6.2.8.HistoryCC.4.b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).• 6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.• 6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.	
ELA:	
<ul style="list-style-type: none">• 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).	

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- SL.6.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Computer Science & Design Thinking:

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 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.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Readiness, Life Literacies, & Key Skills:

- 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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- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Evidence of Student Learning

Formative:

- Google Classroom Assignments

Alternative:

- Project

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
<ul style="list-style-type: none"> • Classroom Application Docs • Hands on activities • Group/Cooperative Activities • Student Journals • Chapter assessments • Section quizzes • Performance Assessment • Project work 	<ul style="list-style-type: none"> • PowerPoint • Google Slides • Research Project • Artwork • Reader's Theater • Performance Task
<p>Summative:</p> <ul style="list-style-type: none"> • Unit Assessments 	<p>Benchmark:</p> <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-Year SGO • End of Year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The quest for knowledge and the emphasis on reason helped bring about modern culture. • Innovations in technology affect politics, economics, and everyday life. • Exposure to new ideas often spurs a period of artistic and cultural creativity. • In response to abuses and power, people often reform or replace old institutions. • Religious and cultural differences can contribute to political and military conflicts. • During periods of rapid change, some people embrace new ideas while others try to restore the old ways. • Technological advances have enabled humans to explore their world more completely. • Throughout history, nations have sought to increase their 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes cultures endure?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- wealth and power by conquering other lands.
- When societies exchange goods and ideas, they often undergo cultural change that has both positive and negative results.
- What are the consequences of trade?

Core Instructional & Supplemental Materials

- Materials and Resources
- Smartboard
- Chromebooks
- Google Applications Websites
- SAVVAS Learning Company: My World Interactive
- Paper and Pencils

Suggested Holocaust Resources:

- *Daniel's Story* by Carol Matas
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- *Odette's Secrets* by Maryann Macdonald
- *When Hitler Stole Pink Rabbit* by Judith Kerr

Varied Levels of Text:

- NewsELA
- NBC Learn Video Lessons
- Classroom Library - Leveled
- Reading Support: Teacher Resources
- Student Activity Mats (online or in print)

Suggested Reading:

- *The Captive*, by Scott O'Dell
- *Lost City: The Discovery of Machu Picchu*, by Ted Lewin
- *Lost Temple of the Aztes: What It Was Like When the Spaniards Invaded Mexico (I Was There)* by Shelley Tanaka
- *The Buffalo and the Indians: A Shared Destiny*, by Dorothy Hinshaw Patent

Suggested Amistad Resources:

- *Piecing Me Together* by Renee Watson
- *Becoming Muhammad Ali* by Kwame Alexander and James Patterson
- *Heart and Soul:*
- *The Story of America and African Americans* by Kadir Nelson
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- *Harbor Me* by Jaqueline Woodson

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- *New Kid by Jerry Craft*

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
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Grade: 6th Grade

Content Area: Social Studies

- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
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- Place more importance on attitude, effort, and strategy
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Culturally Diverse:

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- Allow students to work on independent projects or other unfinished work when they finish an assignment early.

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Grade: 6th Grade

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- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Topic 15. The Renaissance and Reformation

12.5 Days

Student Objectives/Learning Standards

Unit Objectives:

The student will:

- Identify the effects of the Renaissance.
- Describe how the printing press spread new ideas.
- Discuss how the Renaissance changed daily life.
- Analyze why the Catholic Church tried to censor books.
- Explain how the Reformation divided the Catholic Church.
- Analyze how Protestantism spread and led to the formation of different churches.
- Summarize how the Jesuit movement and the Council of Trent shaped the Counter-Reformation.
- Compare and contrast the ideas of Luther and Calvin.
- Describe how the Reformation Divided European states.
- Discuss the conflicts that arose from the division of Protestant Europe and Catholic Europe.
- Summarize the long-term effects of the Reformation.
- Analyze the main legal decisions and treaties that contributed to the spread of Protestantism in northern Europe.
- Identify the causes and effects of the Scientific Revolution.
- Discuss how the discoveries about the universe challenged ancient and medieval ideas.
- Explain how the scientific method encouraged new discoveries.
- Analyze how Bacon and Descartes approached the new scientific method.

New Jersey Student Learning Supporting Standards:

- 6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

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- 6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

ELA:

- 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.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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Computer Science & Design Thinking:

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
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- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
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Career Readiness, Life Literacies, & Key Skills:

- 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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- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Evidence of Student Learning

Formative:

- Google Classroom Assignments
- Classroom Application Docs
- Hands on activities
- Group/Cooperative Activities
- Student Journals
- Chapter assessments
- Section quizzes
- Performance Assessment
- Project work

Alternative:

- Project
- PowerPoint
- Google Slides
- Research Project
- Artwork
- Reader's Theater
- Choice Board
- Journal
- Performance Task

Summative:

- Unit Assessments

Benchmark:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- The quest for knowledge and the emphasis on reason helped bring about modern culture.
- Innovations in technology affect politics, economics, and everyday life.
- Exposure to new ideas often spurs a period of artistic and cultural creativity.
- In response to abuses and power, people often reform or replace old institutions.
- Religious and cultural differences can contribute to political and military conflicts.
- During periods of rapid change, some people embrace new ideas while others try to restore the old ways.

Essential Questions:

- How do ideas grow and spread?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
<ul style="list-style-type: none"> • Technological advances have enabled humans to explore their world more completely. • Throughout history, nations have sought to increase their wealth and power by conquering other lands. • When societies exchange goods and ideas, they often undergo cultural change that has both positive and negative results. • What are the consequences of trade? 	
Core Instructional & Supplemental Materials	
<ul style="list-style-type: none"> • Smartboard • Chromebooks • Google Applications • Websites • SAVVAS Learning Company: • My World Interactive • Paper and Pencils <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • <i>Daniel's Story</i> by Carol Matas • <i>Learning About the Holocaust</i> by Michael A. Signal • <i>Saving Children from the Holocaust: The Kindertransport</i> by Ann Byers • <i>Hana's Suitcase</i> by Karen Levine • <i>Hidden:</i> • <i>A Child's Story of the Holocaust</i> by Dauvillier, Loic and Greg Salsedo • <i>Odette's Secrets</i> by Maryann Macdonald • <i>When Hitler Stole Pink Rabbit</i> by Judith Kerr 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • NewsELA • NBC Learn Video Lessons • Classroom Library - Leveled • Reading Support: Teacher Resources • Student Activity Mats (online or in print) <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>Mali: Land of Gold and Glory</i>, Joy Masoff • <i>Sundiata: Lion King of Mali</i>, by David Wisniewski • <i>Traveling Man: The Journey of Ibn Battuta, 1325-1354</i> by James Rumford • <i>Mansa Musa and the Empire of Mali</i>, P. James Oliver • <i>The Story of Salt</i>, by Mark Kurlansky <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • <i>Piecing Me Together</i> by Renee Watson • <i>Becoming Muhammad Ali</i> by Kwame Alexander and James Patterson • <i>Heart and Soul:</i> • <i>The Story of America and African Americans</i> by Kadir Nelson • <i>It All Comes Down to This</i> by Karen English • <i>Turning Point</i> by Paula Chase • <i>A Good Kind of Trouble</i> by Lisa Moore • <i>Genesis Begins Again</i> by Alicia Williams

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- *Clean Getaway by Nic Stone*
- *Harbor Me by Jaqueline Woodson*
- *New Kid by Jerry Craft*

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
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- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
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- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
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- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Topic 16. Global Convergence

13.5 Days

Student Objectives/Learning Standards

The student will:

- Identify how trade and competition led to voyages of exploration.
- Explain what new technology made long ocean voyages possible.
- Summarize how the voyages of Columbus and other explorers changed European views of the world.
- Explain how Spain was able to conquer the Aztec and Incan empires.
- Discuss how conquests in the Americas benefited Spain.
- Describe the impact the Spanish conquest had on the peoples of Mesoamerica and the Andes.
- Analyze the causes and effects of colonialism.
- Identify how Spain kept control of the government and the economy.
- Describe how missions and plantations affected traditional Native American culture.
- Explain how Portugal benefited from its colony in Brazil.
- Discuss how Portugal built a trade empire in Asia.
- Describe why Portugal's Asian empire declined.
- Analyze how exploration affected the environment, trade and global interconnection.
- Identify the economic changes that led to the development of mercantilism and capitalism.
- Discuss the role that Asia played in global trade.
- Explain what motivated England, France, and the Netherlands to establish colonies in North America.

New Jersey Student Learning Supporting Standards:

- 6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- 6.2.8.HistoryCC.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

ELA:

- 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.
- W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- SL.6.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Computer Science & Design Thinking:

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.Cl.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 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.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Career Readiness, Life Literacies, & Key Skills:

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies

Evidence of Student Learning

Formative:

- Google Classroom Assignments
- Classroom Application Docs
- Hands on activities
- Group/Cooperative Activities
- Student Journals
- Chapter assessments
- Section quizzes
- Performance Assessment
- Project work

Alternative:

- Project
- PowerPoint
- Google Slides
- Research Project
- Artwork
- Reader's Theater
- Performance Task

Summative:

- Unit Assessments

Benchmark:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- The quest for knowledge and the emphasis on reason helped bring about modern culture.
- Innovations in technology affect politics, economics, and everyday life.
- Exposure to new ideas often spurs a period of artistic and cultural creativity.
- In response to abuses and power, people often reform or replace old institutions.
- Religious and cultural differences can contribute to political and military conflicts.
- During periods of rapid change, some people embrace new ideas while others try to restore the old ways.
- Technological advances have enabled humans to explore their world more completely.

Essential Questions:

- What are the costs and benefits of human expansion?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade	Content Area: Social Studies
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<ul style="list-style-type: none"> Throughout history, nations have sought to increase their wealth and power by conquering other lands. When societies exchange goods and ideas, they often undergo cultural change that has both positive and negative results. What are the consequences of trade? 	
Core Instructional & Supplemental Materials	
<p>Materials and Resources</p> <ul style="list-style-type: none"> Smartboard Chromebooks Google Applications Websites SAVVAS Learning Company: My World Interactive Paper and Pencils <p>Suggested Holocaust Resources: <i>Daniel's Story by Carol Matas</i> <i>Learning About the Holocaust by Michael A. Signal</i> <i>Saving Children from the Holocaust: The Kindertransport by Ann Byers</i> <i>Hana's Suitcase by Karen Levine Hidden:</i> <i>A Child's Story of the Holocaust by Dauvillier, Loic and Greg Salsedo</i> <i>Odette's Secrets by Maryann Macdonald</i> <i>When Hitler Stole Pink Rabbit by Judith Kerr</i></p>	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> NewsELA NBC Learn Video Lessons Classroom Library - Leveled Reading Support: Teacher Resources Student Activity Mats (online or in print) <p>Suggested Reading:</p> <ul style="list-style-type: none"> <i>The Church, Kathryn Hinds</i> <i>Dante: Poet, Author and Proud Florentine, John Davenport</i> <i>Daughter of Venice, Donna Jo Napoli</i> <i>Leonardo da Vinci, Diane Stanley</i> <i>Beware, Princess Elizabeth, Carolyn Meyer</i> <i>The Playmaker, J.B. Cheaney</i> <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> <i>Piecing Me Together by Renee Watson</i> <i>Becoming Muhammad Ali by Kwame Alexander and James Patterson</i> <i>Heart and Soul:</i> <i>The Story of America and African Americans by Kadir Nelson</i> <i>It All Comes Down to This by Karen English</i> <i>Turning Point by Paula Chase</i> <i>A Good Kind of Trouble by Lisa Moore</i> <i>Genesis Begins Again by Alicia Williams</i> <i>Clean Getaway by Nic Stone</i> <i>Harbor Me by Jacqueline Woodson</i> <i>New Kid by Jerry Craft</i>

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor

Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

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Long Beach Island Consolidated School District Curriculum Guide

Grade: 6th Grade

Content Area: Social Studies

assignment early.

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