

**Belvidere Cluster Wide
Social Studies Curriculum
6th Grade**

Updated June, 2023

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

- English Language Arts
- Mathematics
- Science/Next Generation
- Technology
- Visual and Performing Arts

Technology Standards and Integration
iPads/Chromebooks
Online resources
Interactive SmartBoard activities

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CI.2: Repurpose an existing resource in an innovative way.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event
- 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change.
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media
- 9.4.8.IML.10: Examine the consequences of the uses of media.
- 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently

21st Century Skills/ Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

1.1.1.A.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

1.1.1.A.2 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

1.1.1.A.1 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

1.1.1.A.2 Compare and contrast product facts versus advertising claims.

9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

Reading and Writing Companion Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9.

Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan

- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products_____

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
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- Preferential seating
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- Student working with an assigned partner
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- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1 Beginnings of Human Society

Course(s): **Social Studies**
Time Period: **September**
Status: **Published**

Core Ideas/ Enduring Understanding

- Relationships between humans and environments impact spatial patterns of settlement and movement.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Chronological sequencing helps us track events over time as well as events that took place at the same time.
- Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.

Essential Questions

1. How does physical and human geography contribute to the development of human history?
2. How did the agricultural revolution, domestication, innovation and technological advancements affect human society?
3. How did the development of written and unwritten language impact the development of human understanding, culture and social structure?

NJ Student Learning Standards

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

Instructional Activities

1. Research social scientists and make a visual representation of the work they do.
2. Create a visual timeline of the development of hominids.<https://earthhow.com/human-evolution-timeline/>
<https://humanorigins.si.edu/evidence/human-evolution-interactive-timeline>
3. Create a T-Chart of the lifestyles of Hunters/gatherers and Farmers. Students then can write an essay comparing and contrasting lifestyles.
4. Watch documentary on Oetzi (biography of a prehistoric man)
<https://www.youtube.com/watch?v=nk261CZaCKg>
<https://www.youtube.com/watch?v=w1KgN4kLP7o>
5. Create a menu of neolithic/ paleolithic foods with an ingredients list.
6. STEM- Create baskets with strips of paper to see which method of weaving works best.
7. Create a collection of early man's tools.
8. Watch clips from Croods and Croods 2 to compare and contrast daily life of hunters/gathers with farmers.
9. Create a 3-D model of stonehenge and discuss the importance of megaliths and their connection to religion. Stonehenge video .[youtube.com/watch?v=Q-Wu76V-i_c](https://www.youtube.com/watch?v=Q-Wu76V-i_c).
10. Compare and contrast climate and migration of early people to how our world is today based on climate change.

Interdisciplinary Connections

1. Compare and contrast essay- accomplishments of the three major prehistoric time frames.
2. Science- analyzing artifacts, STEM, forensic analysis of the death of Otzi.
3. Art- Create cave drawings and artifacts of tools.

Assessment

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader's Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because

_____.

Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task

Unit Test

Culminating Learning Project

End-of-year Assessment

Alternative:

Portfolio

Living History Museum

Conferences

Concept Map

Learning Centers

Demonstration station

Texts and Resources

World: Adventures in Time and Place, McGraw Hill

World History: Ancient Civilizations, Holt

<http://earlyhumans.mrdonn.org/index.html>

<http://www.documentarytube.com/videos/otzi-the-iceman-murder>

Unit #2 Emergence of Pastoral People -Mesopotamia

Course(s): Social Studies
Time Period: October-November
Status: Published

Core Ideas/ Enduring Understanding

- Political and civil institutions impact all aspects of people's lives.
- Human rights can be protected or abused in various societies.
- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- Economic interdependence is impacted by increased specialization and trade.
- Chronological sequencing helps us track events over time as well as events that took place at the same time
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Historians develop arguments using evidence from multiple relevant historical sources.

Essential Questions

1. How did the geographical features of the various ancient Mesopotamian civilizations affect the development of settlements, social structures and trade networks?
2. How did technological advancements and religion lead to development of government, economic sustainability and class systems?
3. What were the lasting legacies of subsequent cultures along the Fertile Crescent?

NJ Student Learning Standards

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e. Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early

river valley civilizations.

6.2.8.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.

Instructional Activities

1. Interactive map activity for the geographical features of the ancient Mesopotamian civilization.
2. Draw and label a map of a typical Sumerian city state including irrigation technology and the technology of walled city states for protection.
3. Research and create a report card of the 4 different empires of Mesopotamia. Grade them based on political achievements, economic achievements, cultural achievements and military achievements. Leave a comment for each.
4. Ziggurats virtual field trip.
5. STEM- Ziggurat marble run or write and decode cuneiform.
6. Labeled timeline identifying the development of Sumerian civilization in Mesopotamia reflecting government and society.
7. Visual presentation of Sumerian advancements. Lego video <https://www.youtube.com/watch?v=85bdU0VU1j4>
8. Travel guide identifying subsequent cultures along the Fertile Crescent and their advancements.
9. Discuss Hammurabi's code. After being given a particular situation, predict the consequence and research what Hammurabi's actual consequence was.
- 10 Analyze the symbolism presented on top of Hammurabi's stele.

Interdisciplinary Connections

Art- create cuneiform tablets.

Science- STEM projects

ELA- Writing and reading primary sources of Hammurabi's code

Assessment

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader’s Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

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<http://www.graphic.org/concept.html>

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment

Alternative:

Portfolio

Living History Museum

Conferences

Concept Map

Learning Centers

Demonstration station

Texts and Resources

World Adventures in Time and Place, McGraw Hill

World History: Ancient Civilizations, Holt

<http://mesopotamia.mrdonn.org/index.html>

http://www.ancient.eu/Fertile_Crescent/https://app.discoveryeducation.com/learn/search?q=mесopotamia

Unit #3, Social Studies, Emergence of Pastoral People-- Egypt

Course(s): Social Studies
Time Period: December - February
Status: Published

Core Ideas/ Enduring Understanding

- Political and civil institutions impact all aspects of people’s lives.
- Human rights can be protected or abused in various societies.
- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.
- The physical and human characteristics of places and regions are connected to human identities and cultures.
- Economic interdependence is impacted by increased specialization and trade.
- Chronological sequencing helps us track events over time as well as events that took place at the same time
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Historians develop arguments using evidence from multiple relevant historical sources.

Essential Questions

1. How did the geographical features of ancient Egypt and Kush allow for the development of their respective civilizations and their downfall?
2. How did the development of religion, government, and economics affect society?
3. What are the lasting contributions made by the Egyptians?

NJ Student Learning Standards

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e. Mesopotamia and Iraq; Ancient Egypt and Modern Egypt;

Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.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.

Instructional Activities

1. Interactive map activity for the geographical features of the ancient Egypt and Kush illustrating development of their respective civilizations.
2. Development of social hierarchy chart explaining the various roles in society.
3. Research of the development of polytheism/Egyptian deities and its affected society
4. Visual presentation of lasting contributions made by the Egyptians in technology and the arts.
5. Interactive map activity identifying trade routes in ancient Egypt and Kush.
6. Analyze current events presented in multimedia formats.
7. CSI investigation on how King Tut died.
8. Write a list (grocery, christmas..) in hieroglyphics to decode.
9. Watch “Secrets of the Sagarra Tomb”.
10. Mummify a stuffed animals
11. Scavenger hunt through school using hieroglyphics as the clues.
12. DBQ- [Ancient Egypt DBQ.pdf · version 1](#)
13. Create tools that were used by peasants in Ancient Egypt to demonstrate understanding of effective farming practices.
14. Geography webquest: <http://www.ancientegypt.co.uk/geography/home.html>
15. Mummification Webquest: <http://www.ancientegypt.co.uk/mummies/story/main.html>
16. Research and present an ancient Egyptian pharaoh and their accomplishments.
17. Watch King Tuts Treasure: <https://www.youtube.com/watch?v=-obKX-mqjXQ>

Interdisciplinary Connections

Language Arts Activity. Coordinate to research, create, and present stories on Egyptian mythology.

STEM- Mummify a stuffed animal, Mummify an apple/hotdog

Art: Create a tomb with a sarcophagus and item to preserve the Ka for the afterlife.

Engineering: Watch a video on development of pyramids.

<https://www.youtube.com/watch?v=4jEad6zxaFk>

Create a pyramid out of sugar cubes or tooth picks.

Assessment

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader’s Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task

Unit Test

Culminating Learning Project

End-of-year Assessment

Alternative:

Portfolio

Living History Museum

Conferences

Concept Map

Learning Centers

Demonstration station

Texts and Resources

World: Adventures in Time and Place, McGraw Hill

World History: Ancient Civilizations, Holt

<http://egypt.mrdonn.org/index.html>

<https://app.discoveryeducation.com/learn/search?q=what%20the%20ancients%20knew%20egypt>

<http://www.mapsofworld.com/world-ancient-history/egypt.html>

Unit #4, Social Studies, Emergence of Pastoral People-- India

Course(s): **Social Studies**
Time Period: **February - April**
Status: **Published**

Core Ideas/ Enduring Understanding

- Governments have different structures which impact development (expansion) and civic participation.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Governments have protected and abused human rights (to varying degree)s at different times throughout history.
- Relationships between humans and environments impact spatial patterns of settlement and movement.
- People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
- Economic interdependence is impacted by increased specialization and trade.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- An individual's perspective is impacted by their background and experiences
- Perspectives change over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historians analyze claims within sources for perspective and validity.

Essential Questions

1. How did the geographical features which allow for the development of ancient India civilization?
2. How did the evolution of religion impact social structure?
3. What were the long-lasting contributions of ancient India?

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

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

6.2.8.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

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

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

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

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

Instructional Activities

1. Interactive map activity for the geographical features of ancient India illustrating development of this civilization.
2. Explain how the Aryan culture developed along the Indus River and describe its society.
3. Research and present on the core beliefs of hinduism: deities, karma, dharma, and Samsara. Research a god or holiday from Hinduism and resent 5 facts on it.
4. Create a cartoon strip to show the origins of Buddhism and its core ideas.
5. Visual presentation (parade float) of lasting contributions made by India in technology and

the arts.

6. Discuss how the caste system in Ancient India affected daily life. Watch:

<https://www.youtube.com/watch?v=J2kXQgSKI6w>

7. Research the accomplishments of Ashoka the Great and decide if he was great or not based on facts they found.

8. Research a modern day aspect of Indian culture and connect it to American society presented in multimedia formats.

9. Research the role of elephants played in the Mauryan military. Write a letter from the point of view of a general.

10. Create a magazine cover of important archeological finds from Mohendajaro.

11. Webquest: daily life <https://www.bbc.co.uk/bitesize/topics/zxn3r82>

12. Instructional videos

▶ The Caste System and Ancient Indian Society

▶ Physical division of India | Mountains | Plateaus | Plains | Coasts | Islands

Interdisciplinary Connections

STEM: Create an irrigation method from the ones that Ancient Indian used to move the most amount of water out of a bucket into the crops.

Language Arts connection: Write a compare/contrast essay for the religions of Hinduism and Buddhism

Health and Physical Education: Study and practice meditation and yoga.

Art: Students read about Asoka and his belief in the importance of peace. Create a comic book in which Asoka is the hero who stops war and teaches people how to live in peace.

Science: Make a collage showing scientific achievements made in ancient India.

Assessment

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader’s Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task

Unit Test

Culminating Learning Project

End-of-year Assessment

Alternative:

Portfolio

Living History Museum

Conferences

Concept Map

Learning Centers

Demonstration station

Texts and Resources

World: Adventures in Time and Place, McGraw Hill

World History: Ancient Civilizations, Holt

<http://www.ancientindia.co.uk>

<http://india.mrdonn.org/index.html>

Unit #5 Emergence of Pastoral People-- China

Course(s): **Social Studies**
Time Period: **April - May**
Status: **Published**

Core Ideas/ Enduring Understanding

- Governments have different structures which impact development (expansion) and civic participation.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Governments have protected and abused human rights (to varying degree) at different times throughout history.
- Relationships between humans and environments impact spatial patterns of settlement and movement.
- People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
- Economic interdependence is impacted by increased specialization and trade.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- An individual's perspective is impacted by their background and experiences
- Perspectives change over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historians analyze claims within sources for perspective and validity.
- Political and civil institutions impact all aspects of people's lives.

Essential Questions

1. How did geography influence the development of Chinese civilization and its development of political and social order?
2. What factors helped unified China throughout history?

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

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

6.2.8.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

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

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

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

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

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

Instructional Activities

1. Interactive map to present how geography influenced how the different Chinese civilizations developed and its development of social order.
2. Analyze the development of the Zhou dynasty and the political and social developments which occurred.
3. Explore the period of the Warring States and analyze how Confucius developed a philosophy to bring back ethics and values to China.
4. Explore the effects Daoism and Legalism had on the political, social, and religious aspects

of Chinese society.

5. Analyze how the Qin Dynasty under the rule of Shi-Huangdi unified China through a strong government and system of standardization.

6. Create timeline for major Chinese dynasties.

7. Explore the construction of the Great Wall of China.

<https://www.youtube.com/watch?v=CkvBBES1aPI>

8. Webquest: <https://www.mrdowling.com/chinese-history>

9. Analyze trade along the Silk Route and the economic impact on China.

10. Video on how silk is made <https://www.youtube.com/watch?v=tWDwz03usuo>

11. Research the achievements of the Han dynasty and make a presentation to the class.

12. Discuss how the silk road promoted an exchange of goods and ideas.

<https://www.youtube.com/watch?v=vn3e37VWc0k>

13. How did Marco Polo influence future explorers?

<https://www.youtube.com/watch?v=Bj7NeciFrZO>

Interdisciplinary Connections

STEM: Ancient Instruments and Great Wall of China

Mathematics: Chart the growth of China's population throughout history as it compares to the world's population.

Language Arts/Art: The Chinese developed calligraphy;

Research, design and create a personal statement based on Confucius.

Assessment

Formative:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

Reader's Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

Benchmark:

ELA Research Based Benchmark

Summative:

End-of-marking period assessment/ Performance task

Unit Test

Culminating Learning Project

End-of-year Assessment

Alternative:

Portfolio

Role play
Conferences
Concept Map
Demonstration Station
Learning centers

Texts and Resources

World Adventures in Time and Place, McGraw Hill

World History: Ancient Civilizations, Holt

[https://app.discoveryeducation.com/learn/search?q=what%20the%20ancients%20knew%20c
hina](https://app.discoveryeducation.com/learn/search?q=what%20the%20ancients%20knew%20c%20hina)

<http://china.mrdonn.org/index.html>

<http://www.ancientchina.co.uk/menu.html>

http://www.activityvillage.co.uk/china_for_kids.htm

Unit #6 Classical Civilizations- Greece

Course(s): **Social Studies**
Time Period: **May -June**
Status: **Published**

Core Ideas/ Enduring Understanding

- Governments have different structures which impact development (expansion) and civic participation.
- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Governments have protected and abused human rights (to varying degree)s at different times throughout history.
- Relationships between humans and environments impact spatial patterns of settlement and movement.
- People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.
- Economic interdependence is impacted by increased specialization and trade.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- An individual's perspective is impacted by their background and experiences
- Perspectives change over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historians analyze claims within sources for perspective and validity.
- Political and civil institutions impact all aspects of people's lives.
- Governments have different structures which impact development (expansion) and civic participation.

Essential Questions

1. How did Greece's geography and access to natural resources influence the development of economics, political structure and social hierarchy?
2. What were the key factors which lead to the development of Athenian democracy and its influence on the US Constitution?
3. What were the lasting impact of Hellenism?

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

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

6.2.8.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

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

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

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

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

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes 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).

Instructional Activities

1. Map activities illustrating the unique topography of Greece and how it influenced the rise of city-states.
2. Map activities diagramming the growth of Greek city-states, trade routes, and how it impacted the Persians and led to conflict. Draw and label a city-state and choose a location in the Mediterranean Sea which would benefit its economic growth.

3. Writing activities comparing and contrasting the major city-states of Athens and Sparta. Can do a recruitment fair-- students try to recruit members of the school to come to Athens or Sparta based on what role they have in society (Rich man, poor man, women, slaves)
4. Project to research, create, and present the Seven Wonders of the Ancient World.
5. Create a flowchart describing the development of democracy by viewing earlier forms of governments (oligarchy/tyranny). Can give students different governments to research and a problem. They use the government system to solve the problem within their city state and they can act it out in front of the class.
5. Create a "T" chart showing how Athenian democracy influenced the formation of the US Constitution. Compare and contrast the structure and function of the U.S. Congress to Athenian democracy.
6. Interactive map activity describing the expansion of Alexander the Great and the introduction of Greek culture into his empire.
7. Write an essay-- Was Alexander the Great, really that Great? Watch a video and read the informational text to support answers. <https://www.youtube.com/watch?v=r16TUAEFKCCc>
8. Research a Greek deity and create a multimedia presentation..
9. Create a modern day deity using the research criteria from the multimedia project.
10. Shark tank presentation to present the different inventions and lasting achievements of Ancient Greece.
11. Visit interactive stations to discuss the golden age of Greece.
12. Exploring the ancient building of the Lighthouse in Alexandria, Egypt.
<https://www.youtube.com/watch?v=CkvBBES1aPI>

Interdisciplinary Connections

Language Arts: Compare / contrast essay for Athens and Sparta, essay about Alex the Great
Art: Create Greek style decorative pottery / designs, Create a presentation about the Greek Deity
Health and Physical Education: The Olympics; develop Olympic-style games
<https://ancienthistory.mrdonn.org/GreekOlympics.html>
 STEM- Create a chariot, create a catapult, create a greek column challenge

Assessment

Formative Assessment:

A-B-C Summaries: Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Debriefing: A form of reflection immediately following an activity.

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

Inside-Outside Circle: Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to

create new

Reader's Theater:

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check: Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

Quiz: Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

Journal Entry: Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

Choral Response: In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

Misconception Check: Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Observation: Walk around the classroom and observe students as they work to check for learning.

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Index Card/Summaries/Questions: Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).

One Minute Essay: A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

Analogy Prompt: Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.

Web or Concept Map: Any of several forms of graphic organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

Benchmark:

ELA Research based benchmark

Summative:

End-of-marking period assessment/ Performance task
Unit Test
Culminating Learning Project
End-of-year Assessment

Alternative:

Portfolio
Living History Museum
Conferences
Concept Map
Learning Centers
Demonstration station

Texts and Resources

World: Adventures in Time and Place, McGraw Hill
World History: Ancient Civilizations, Holt
<http://www.ancientgreece.co.uk>
<http://greece.mrdonn.org/index.html>http://www.the-map-as-history.com/maps/9-antiquity_ancient_greece.php
https://www.pbs.org/empires/thegreeks/educational/index_html.html
<http://kids.nationalgeographic.com/explore/history/seven-wonders/#Pyramids-at-Giza.png>
DVD- Telestar- The Seven Wonders of the World