

Crest Memorial School Curriculum and Pacing Guide	
Grade: 6	Subject Area: Social Studies
Adoption Date:	Revision Date: February 16, 2024

### Mission and Vision Statements

*Mission:* At the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

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

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

### Integration of Technology

- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

### 21st Century Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

### Career Education

- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

### Interdisciplinary Connection

**RI.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

### Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> <li>• Follow 504/IEP accommodations</li> <li>• Turn on closed captions if students need to take notes during a video segment</li> <li>• Provide page numbers to locate answers</li> <li>• Provide a word bank</li> <li>• Read tests aloud</li> <li>• Break assignments up and have several due dates for larger assignments</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Use group projects rather than individual work</li> <li>• Provide a Word Bank</li> <li>• Use of Google translate dictionaries to locate words in native language</li> </ul>
Students At-Risk of Failure	<ul style="list-style-type: none"> <li>• Allow verbalization before writing</li> <li>• Use audio materials when necessary</li> <li>• Read tests aloud</li> <li>• Restate, reword, clarify directions</li> <li>• Re-teach concepts using small groups</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>• Student Choice</li> </ul>

	<ul style="list-style-type: none"> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Oral place presentation</li> <li>● End of unit textbook comprehension test</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● Baseline place labeling geography assessment</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Projects</li> </ul>

<b>Pacing Guide</b>	
Unit Title: Middle Ages/Medieval Europe	Number of days: 38

<b>Unit Learning Goals</b>
<ul style="list-style-type: none"> <li>● Understand the Political and Social Structures of the Middle Ages</li> <li>● Examine the Role of the Church in the Middle Ages</li> <li>● Explore the Causes and Effects of the Crusades</li> </ul>

- Analyze Economic Systems During the Middle Ages
- Investigate the Development of Early Medieval Kingdoms
- Recognize the Cultural Achievements of the Middle Ages
- Understand the Impact of the Black Death

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Topic-focused webquests</li> <li>● Two Distance learning tours</li> <li>● Brain Pop</li> <li>● Quizlet</li> <li>● Readworks</li> <li>● Quizizz</li> <li>● Gimkit</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1-3: Examine why it was better to be a Lord than a peasant</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.b</li> <li>●6.2.8.HistoryUP.3.a</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture on cultural traditions of the Middle Ages</li> <li>● Collaborative learning compare-and-contrast cultural traditions diagram.</li> </ul>
<ul style="list-style-type: none"> <li>●Day 4-5: Identify daily activities of peasants</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.b</li> </ul>	<ul style="list-style-type: none"> <li>●Video: Life of a peasant</li> <li>●Complete informational text questions on peasants</li> </ul>
<ul style="list-style-type: none"> <li>●Day 6-7: Identify daily activities of merchants</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.b</li> </ul>	<ul style="list-style-type: none"> <li>●Video: Life of a merchant</li> <li>●Complete informational text questions on merchants</li> </ul>
<ul style="list-style-type: none"> <li>●Day 8-9: Identify daily activities of Lords and nobles</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.f</li> </ul>	<ul style="list-style-type: none"> <li>●Reading: Life of a noble</li> <li>●Complete informational text questions on nobles</li> </ul>
<ul style="list-style-type: none"> <li>●Day 10-11: Identify daily activities of the Clergy</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.f</li> </ul>	<ul style="list-style-type: none"> <li>●Video: Life of members of the clergy</li> <li>●Complete informational text questions on members of the clergy</li> </ul>

●Day 12-13: Identify daily activities of knights	●6.2.8.HistoryCC.4.f	●Reading: Life of knights ●Complete informational text questions on knights
●Day 14-17: Examine feudalism	●6.2.8.HistoryCC.4.g ●6.3.8.CivicsPI.2 ●6.2.8.HistoryUP.3.a	●Mapping activity of Medieval Europe ●Brain Pop on feudalism ●Role playing simulation of feudalism
● Day 18-22: Examine the structure, design, and layout of a castle.	●6.2.8.HistoryCC.4.g	● Read excerpts on Medieval Castles ● Collaborative learning compare-and-contrast the pros and cons of castle design ● Gamification ●Video on Medieval Castles ●Crossword puzzle
● Day 23-28: Examine the structure, design, and layout of a castle.	●6.2.8.HistoryCC.4.g	●Castle Project
● Day 29-31: Examine the weapons and protections of a castle	●6.2.8.HistoryCC.4.a	●Video on weapons and tactics used during the Middle Ages ●Collaborative learning compare-and-contrast the pros and cons of weapons and tactics
●Day 32-33: Examine feudalism and the social structure of the Middle Ages	●6.2.8.HistoryCC.4.a ●6.2.8.HistoryCC.4.g ●6.3.8.CivicsPR.1	●On Demand Writing
●Day 34-37: Examine feudalism and the social structure of the Middle Ages	●6.2.8.HistoryCC.4.a ●6.2.8.HistoryCC.4.c	●Complete study guide questions ●Review games ●Gamification
●Day 38: Examine feudalism and the social structure of the Middle Ages using a summative assessment	●6.2.8.HistoryCC.4.a ●6.2.8.HistoryCC.4.c	●Summative Assessment on the Middle Ages

### Inclusive concepts

●When learning about Medieval Europe, character education efforts encouraging inclusivity and cultural competency are highlighted through diverse narratives, critical thinking and empathy, inclusive class discussions, culturally relevant projects, and modern connections.

### Pacing Guide

Unit Title: Ancient China

Number of days: 40

### Unit Learning Goals

- Analyze the impact of key leaders such as Emperor Qin Shi Huang and significant events like the unification of China, the construction of the Great Wall, and the development of the Silk Road on the expansion of Chinese civilization.
- Evaluate the importance of political systems such as the dynastic cycle and the Mandate of Heaven in shaping China's government and maintaining authority.
- Explain how geographic features such as the Yellow River, Yangtze River, Himalayan Mountains, and Gobi Desert influenced settlement patterns, agricultural development, and cultural diffusion in Ancient China.
- Assess the impact of innovations such as paper, silk production, and the development of trade networks like the Silk Road on China's economy and global influence.
- Explore how Confucianism, Daoism, and Legalism shaped social roles, education, and governance in Ancient China.
- Evaluate cultural achievements such as Chinese art, writing (calligraphy), and technological advances like the compass and gunpowder in shaping world history.

### Core Instructional Materials

- Textbook
- Online benchmark assessment resource

### Supplemental Materials

- Topic-focused webquests
- Two Distance learning tours
- Brain Pop
- Quizlet
- Readworks
- Quizizz
- Gimkit

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1-3: Discover the history of Asia</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCA.3.a</li> <li>●6.3.8.CivicsPI.2</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture on cultural traditions of Asia</li> <li>● Collaborative learning compare-and-contrast cultural traditions diagram.</li> </ul>
<ul style="list-style-type: none"> <li>●Day 4-7: Identify and describe the geography of China</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.CivicsPI.2.a</li> <li>●6.2.8.GeoSV.2.a</li> </ul>	<ul style="list-style-type: none"> <li>●Mapping activity</li> <li>●Complete informational text questions on different landforms in Asia</li> <li>●Map quiz</li> </ul>
<ul style="list-style-type: none"> <li>●Day 8-10: Examine the dynasties of Ancient China</li> </ul>	<ul style="list-style-type: none"> <li>●6.3.8.CivicsPI.2</li> <li>●6.2.8.CivicsPI.3.a</li> <li>●6.2.8.HistoryCC.3.a</li> </ul>	<ul style="list-style-type: none"> <li>●Video: Dynasties of Ancient China</li> <li>●Complete graphic organizer</li> </ul>
<ul style="list-style-type: none"> <li>●Day 11-13: Examine the dynasties of Ancient China</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.3.a</li> <li>●6.3.8.CivicsPI.2</li> <li>●6.2.8.CivicsPI.3.a</li> </ul>	<ul style="list-style-type: none"> <li>●Google slides project on dynasties of Ancient China</li> <li>●Class presentations</li> </ul>
<ul style="list-style-type: none"> <li>●Day 14-17: Identify and describe Chinese innovations</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCA.3.a</li> </ul>	<ul style="list-style-type: none"> <li>●Jigsaw reading</li> <li>●Graphic organizer</li> <li>●Innovation stations with informational text questions</li> </ul>
<ul style="list-style-type: none"> <li>●Day 18-22: Analyze the geography, dynasties, and culture of Ancient China</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.CivicsPI.3.a</li> <li>●6.2.8.GeoPP.4.b</li> </ul>	<ul style="list-style-type: none"> <li>●BrainPop - Ancient China</li> <li>●Travel Journals</li> </ul>
<ul style="list-style-type: none"> <li>●Day 23-25: Examine the teachings of Confucious and Laozi</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.g</li> <li>●6.2.8.HistoryUP.3.c</li> </ul>	<ul style="list-style-type: none"> <li>●Video - Confucianism and Daoism</li> <li>●Collaborative learning compare-and-contrast on Chinese philosophies</li> </ul>
<ul style="list-style-type: none"> <li>●Day 26-28: Examine the origins of the Great Wall</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.g</li> <li>●6.2.8.HistoryCA.3.a</li> </ul>	<ul style="list-style-type: none"> <li>●Mini-lecture on The Great Wall</li> <li>●Brain Pop on The Great Wall</li> <li>●Complete informational text questions on the Great Wall</li> </ul>
<ul style="list-style-type: none"> <li>● Day 29-30: Examine the structure, design, and layout of the Great Wall</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.g</li> <li>●6.2.8.HistoryCA.3.a</li> </ul>	<ul style="list-style-type: none"> <li>● Read excerpts on The Great Wall</li> <li>● Collaborative learning compare-and-contrast the pros and cons of wall design</li> <li>● Gamification</li> <li>●Video on The Great Wall</li> <li>●Crossword puzzle</li> </ul>

● Day 31-33: Examine the structure, design, and layout of the Great Wall	●6.2.8.HistoryCC.4.g ●6.2.8.HistoryCA.3.a	●Great Wall of China Project
●Day 34-35: Examine Ancient China including the geography, dynasties, innovations, and the Great Wall	●6.2.8.HistoryCC.4.g ●6.2.8.HistoryUP.3.a	●On Demand Writing
●Day 36-39: Examine Ancient China including the geography, dynasties, innovations, and the Great Wall	●6.2.8.HistoryCC.4.g ●6.2.8.HistoryCA.3.a	●Complete study guide questions ●Review games ●Gamification
●Day 40: Examine Ancient China using a summative assessment	●6.2.8.HistoryCC.4.g ●6.2.8.HistoryCA.3.a	●Summative Assessment on Ancient China

### Inclusive concepts

●When learning about Ancient China, character education efforts encouraging inclusivity and cultural competency are highlighted through diverse perspectives, understanding cultural traditions, storytelling and literature, culturally relevant projects, and modern connections.

### Pacing Guide

Unit Title: Mesoamerica	Number of days: 40

### Unit Learning Goals

- Analyze how the geography of Mesoamerica (e.g., climate, natural resources, topography) influenced the development of ancient civilizations like the Maya, Aztec, Olmec, and Inca.
- Explain how geographic features and climate influenced the agricultural and urban development of Mesoamerican civilizations.



- Evaluate the social, political, and economic structures of the Maya and Aztec civilizations to understand their complexity and influence on daily life.
- Compare the political and social hierarchies of Mesoamerican civilizations with those of other ancient societies.
- Investigate the major achievements of Mesoamerican civilizations, including advancements in mathematics, astronomy, architecture, and agriculture (e.g., the Maya calendar, chinampas).
- Evaluate the innovations and achievements of Mesoamerican civilizations and their impact on their societies and the world..
- Explore the cultural and religious practices of Mesoamerican civilizations, including the role of mythology, rituals, and art in shaping their societies.
- Analyze the cultural contributions of Mesoamerican societies, focusing on religion, art, and written language.
- Assess the impact of European exploration and conquest on the Mesoamerican civilizations, focusing on cultural exchanges and consequences.
- Explain how interactions between Europeans and Mesoamerican civilizations led to significant cultural and societal changes.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Topic-focused webquests</li> <li>● Two Distance learning tours</li> <li>● Brain Pop</li> <li>● Quizlet</li> <li>● Readworks</li> <li>● Quizizz</li> <li>● Gimkit</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1-3: Discover the history of Mesoamerica</li> </ul>	<ul style="list-style-type: none"> <li>● 6.2.8.HistoryUP.3.a</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture on cultural traditions of Mesoamerica</li> <li>● Collaborative learning compare-and-contrast cultural traditions diagram.</li> </ul>
<ul style="list-style-type: none"> <li>● Day 4-7: Identify and describe the geography of Mesoamerica</li> </ul>	<ul style="list-style-type: none"> <li>● 6.2.8.CivicsPI.2.a</li> <li>● 6.2.8.GeoSV.2.a</li> <li>● 6.2.8.GeoHE.4.c</li> </ul>	<ul style="list-style-type: none"> <li>● Mapping activity</li> <li>● Complete informational text questions on different landforms in Mesoamerica</li> <li>● Map quiz</li> </ul>
<ul style="list-style-type: none"> <li>● Day 8-10: Examine the civilizations of Mesoamerica</li> </ul>	<ul style="list-style-type: none"> <li>● 6.2.8.GeoHE.4.a</li> <li>● 6.2.8.GeoHE.4.c</li> </ul>	<ul style="list-style-type: none"> <li>● Video: Civilizations of Mesoamerica</li> <li>● Complete graphic organizer</li> </ul>

●Day 11-13: Examine the Aztec civilization	●6.2.8.HistoryUP.3.a	●BrainPop - Aztec ●Travel Journals
●Day 14-17: Identify, analyze, and describe Aztec innovations	●6.2.8.HistoryCC.4.g	●Jigsaw reading ●Graphic organizer ●Innovation stations with informational text questions
●Day 18-20: Examine the Olmec civilization	●6.2.8.HistoryUP.3.a	●BrainPop - Olmec ●Travel Journals
●Day 21-24: Identify, analyze, and describe Olmec innovations	●6.2.8.HistoryCC.4.g	●Jigsaw reading ●Graphic organizer ●Innovation stations with informational text questions
●Day 25-27: Examine the Maya civilization	●6.2.8.HistoryUP.3.a	●BrainPop - Maya ●Travel Journals
●Day 28-31: Identify, analyze, and describe Maya innovations	●6.2.8.HistoryCC.4.g	●Jigsaw reading ●Graphic organizer ●Innovation stations with informational text questions
●Day 32-34: Examine the Inca civilization	●6.2.8.HistoryUP.3.a	●BrainPop - Inca ●Travel Journals
●Day 35-38: Identify, analyze, and describe Inca innovations	●6.2.8.HistoryCC.4.g	●Jigsaw reading ●Graphic organizer ●Innovation stations with informational text questions
●Day 36-39: Examine Mesoamerica including the geography, civilizations, and innovations.	●6.2.8.HistoryUP.3.a	●Complete study guide questions ●Review games ●Gamification ●On Demand Writing
●Day 40: Examine Mesoamerica using a summative assessment	●6.2.8.HistoryUP.3.a	●Summative Assessment on Mesoamerica

**Inclusive concepts**

- When learning about Mesoamerica, character education efforts encouraging inclusivity and cultural competency are highlighted through diverse perspectives, holistic coverage, artifacts and primary sources, understanding cultural traditions, storytelling and literature, and global context.

### Pacing Guide

Unit Title: Age of Exploration	Number of days: 40

### Unit Learning Goals

- Analyze the motivations of European nations for exploration, including economic, religious, and political factors.
- Evaluate the role of mercantilism and the balance of power in the Age of Exploration.
- Identify and map key exploration routes and the geographic regions explored during the Age of Exploration.
- Assess the geographic advantages and barriers that influenced exploration and colonization.
- Investigate how advancements in technology, such as navigation tools, spurred the Age of Exploration.
- Evaluate the economic impact of the Columbian Exchange on Europe, Africa, and the Americas.
- Examine the impact of European exploration on indigenous populations.
- Assess the cultural exchanges and conflicts that arose due to exploration.
- Prioritize and analyze the causes and effects of key events, such as Columbus’s voyages and Magellan’s circumnavigation.

### Core Instructional Materials

### Supplemental Materials

<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Topic-focused webquests</li> <li>● Two Distance learning tours</li> <li>● Brain Pop</li> <li>● Quizlet</li> <li>● Readworks</li> <li>● Quizizz</li> <li>● Gimkit</li> </ul>
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Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1-3: Discover the history of The Age of Exploration</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryUP.3.a</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture on cultural traditions of explorers</li> <li>● Collaborative learning compare-and-contrast cultural traditions diagram.</li> </ul>
<ul style="list-style-type: none"> <li>●Day 4-7: Identify and describe the explorers of this era</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.f</li> </ul>	<ul style="list-style-type: none"> <li>●Mapping activity</li> <li>●Complete informational text questions on the explorers</li> <li>●Map quiz</li> </ul>
<ul style="list-style-type: none"> <li>●Day 8-10: Examine the motivations for the explorers</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.GeoPP.4.b</li> </ul>	<ul style="list-style-type: none"> <li>●Video: Explorers and their routes</li> <li>●Complete graphic organizer</li> </ul>
<ul style="list-style-type: none"> <li>●Day 11-13: Examine the conquests of each explorer</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.f</li> </ul>	<ul style="list-style-type: none"> <li>●BrainPop - Age of Exploration</li> <li>●Travel Journals</li> </ul>
<ul style="list-style-type: none"> <li>●Day 14-17: Identify, analyze, and describe innovations for marine exploration</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.g</li> </ul>	<ul style="list-style-type: none"> <li>●Jigsaw reading</li> <li>●Graphic organizer</li> <li>●Innovation stations with informational text questions</li> </ul>
<ul style="list-style-type: none"> <li>●Day 18-20: Examine the impact of exploration</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.f</li> <li>●6.2.8.GeoPP.4.b</li> </ul>	<ul style="list-style-type: none"> <li>●Webquest: Age of Exploration</li> <li>●Readworks passages</li> </ul>
<ul style="list-style-type: none"> <li>●Day 21-24: Identify, analyze, and describe advancements in technology</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.g</li> </ul>	<ul style="list-style-type: none"> <li>●Jigsaw reading</li> <li>●Graphic organizer</li> <li>●Innovation stations with informational text questions</li> </ul>
<ul style="list-style-type: none"> <li>●Day 25-27: Examine the economic impact of the Columbian Exchange</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.f</li> <li>●6.2.8.GeoHE.4.a</li> </ul>	<ul style="list-style-type: none"> <li>●BrainPop - Columbian Exchange</li> <li>●Graphic organizer</li> </ul>
<ul style="list-style-type: none"> <li>●Day 28-32: Examine the Age of Exploration using a summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.g</li> <li>●6.2.8.GeoHE.4.a</li> </ul>	<ul style="list-style-type: none"> <li>●Google Slides project</li> <li>●Student presentations</li> </ul>
<ul style="list-style-type: none"> <li>●Day 33-34: Examine the Age of Exploration using a summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.g</li> <li>●6.2.8.GeoPP.4.b</li> <li>●6.2.8.GeoHE.4.a</li> </ul>	<ul style="list-style-type: none"> <li>●On Demand Writing</li> </ul>

<ul style="list-style-type: none"> <li>●Day 35-38: Examine the Age of Exploration using a summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.GeoPP.4.b</li> <li>●6.2.8.GeoHE.4.a</li> </ul>	<ul style="list-style-type: none"> <li>●Complete study guide questions</li> <li>●Review games</li> <li>●Gamification</li> </ul>
<ul style="list-style-type: none"> <li>●Day 39: Examine the Age of Exploration using a summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.GeoPP.4.b</li> <li>●6.2.8.GeoHE.4.a</li> </ul>	<ul style="list-style-type: none"> <li>●Gamification</li> </ul>
<ul style="list-style-type: none"> <li>●Day 40: Examine the Age of Exploration using a summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>●6.2.8.HistoryCC.4.g</li> <li>●6.2.8.GeoPP.4.b</li> <li>●6.2.8.GeoHE.4.a</li> </ul>	<ul style="list-style-type: none"> <li>●Summative Assessment on The Age of Exploration</li> </ul>

### Inclusive concepts

●When learning about the Age of Exploration, character education efforts encouraging inclusivity and cultural competency are highlighted through diverse perspectives, motivations and consequences, cross-cultural exchanges, power dynamics through colonialism and imperialism, diverse resources, and global context with modern connections.