

Quinton Township School District
Social Studies
Grade 6
[Pacing Guide](#)

Marking Period:	1	Unit Title:	Unit 1: Hunters & Gatherers	Pacing:	25 days
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Unit Summary: Students will learn about early cultures in the Stone Age, the development of farming during the New Stone Age, and the growth of the first civilizations. Students will first learn what tools are used to understand history and find out about the connection between geography and history. In addition, students will investigate how hunter-gatherers lived during the Stone Age and the transition from non-permanent settlements to the growth of cities and civilizations. +

Objectives:

- Students will be able to summarize how the earliest people interacted to meet needs.
- Students will be able to observe that the search for food and an increase in numbers of people caused the migration of groups of people.
- Students will be able to analyze the interactions among people that led to their development of separate cultures.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- What are the positive and negative effects of food production?
- How does farming help to create cultures?
- How does the environment create different cultures?

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- What development of societies was, and what is most important?

New Jersey Student Learning Standards/Learning Targets:

- 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.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Interdisciplinary Connections: RI.CI.6.2, RI.CR.6.1, 8.2.8.ITH.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.CI.2, 9.1.8.CR.2

Computer Science and Design Thinking: 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Food Production Venn Diagram -Guided Notes - Map of the Continents -Hunter-Gatherer Edpuzzle -Hunter-Gatherer Narrative Writing	The World, Harcourt Brace,Chapter 2 Lesson 1: Hunters and Gatherers The World, Harcourt Brace, Chapter 2 Lesson 2: Early Farmers The World, Harcourt Brace, Chapter 2 Lesson 3: Early Settlements and Cities	The World, Harcourt Brace, Chapter 2, Section 1 The World, Harcourt Brace, Chapter 2, Section 2	• Smart Board Applications • Google Applications • Edpuzzle.com • Socrative.com • Chromebooks • Quizlet.com • kahoot.com • reviewgamezone.com

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-<i>The Croods</i> movie activity -Guided Notes -Early Herders and Farmers Worksheet -Debate -Role Playing -Pastoral Societies EdPuzzle		The World, Harcourt Brace, Chapter 2, Section 3 <i>The Croods</i>	
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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises • PowerPoint Presentations	Summative Assessments • Chapter 2 Section 1 quiz • Chapter 2 Section 2 quiz • Chapter 2 Section 3 quiz • Chapter 2 Test • Hunter Gather Narrative Story • Hunter Gatherer Menu Project
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Social Studies
Grade 6

Marking Period:	1	Unit Title:	Unit 2: Neolithic Revolution/ Civilization in Mesopotamia	Pacing:	25 days
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Unit Summary:

Students will begin an exploration into the earliest human civilization. During this time, students will focus their attention on the core concepts of: geography, government, economics, history, and society as it relates to ancient Mesopotamia. Through hands-on learning and various projects and simulations, students will internalize and document how the developments and achievements of the Mesopotamians not only set the stage for the growth of later civilizations, but how it continues to impact our lives today. + *

Objectives:

- Students will be able to evaluate how technology changes life in Mesopotamia.
- Students will be able to summarize the link between agriculture and religion in Sumer.
- Students will be able to analyze how the government in the Sumerian City-States changed.
- Students will be able to observe that success in agriculture changed Sumer's economy.
- Students will be able to classify the Sumerians according to social class.
- Students will be able to interpret Sumerian innovations as changes made to meet needs.

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- Students will be able to classify causes and effects of conflict in the Fertile Crescent.
- Students will be able to evaluate Sargon the Conqueror's contribution to ending regional conflict.
- Students will be able to analyze how Hammurabi promoted cooperation in his empire.
- Students will be able to observe that violent conflict brought to power the Assyrians and others after them.
- Students will be able to analyze how the Phoenicians changed writing.
- Students will be able to summarize how coined money was introduced by the Lydian's changed lifestyles.
- Students will be able to use technology as one form to complete research and analyze various topics including current events and impact of Black Americans to our society. + *

Essential Questions:

- Why did civilization develop in the Tigris-Euphrates Valley?
- How did innovations affect lives in Mesopotamia?
- How did new lifestyles affect culture?
- Were the Codes of Hammurabi fair to all?

New Jersey Student Learning Standards/Learning Targets:

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution [(e.g., the impact of food surplus from farming)] 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.

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.

- 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).

Interdisciplinary Connections: RI.CI.6.2, RI.CR.6.1, 8.2.8.ETW.2

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Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.Cl.2, 9.1.8.EG.3

Computer Science and Design Thinking: 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Guided Notes -Vocabulary Games -Ancient Sumerian Webquest -Create a Set of Codes similar to Hammurabi's Code -Graphic Organizer -Chapter 3 Study Guide	The World, Harcourt Brace, Chapter 3 The World, Harcourt Brace, Chapter 3 Lesson 1: Civilization in Mesopotamia The World, Harcourt Brace, Chapter 3 Lesson 2: Conquests and Empires The World, Harcourt Brace, Chapter 3 Lesson 3: Later Empires	The World, Harcourt Brace textbook	• Smart Board Applications • Google Applications • reviewgamezone.com • quizlet.com • socrative.com • edpuzzle.com • chromebooks

Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining	Summative Assessments • Set of Codes Group Project • Chapter 3 Test

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• Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	communications in native language for parents. • Hold conferences with translator present.		
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Quinton Township School District
Social Studies
Grade 6

Marking Period:	2	Unit Title:	Unit 3: Ancient Egypt	Pacing:	45 days
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Unit Summary:

Students will explore how the geography of the Nile changes as the river runs its course and also about the first communities that appeared along this famous river. Students will evaluate the Nile River as a source of trade and communication, and investigate kinship in ancient Egypt. Next, students will compare and contrast the major accomplishments of the three kingdom periods and understand what characterized each kingdom. Later, students will explore Egyptian religion, including myths, gods, goddesses, afterlife, and this connection to Egyptians' daily lives. In addition, students will learn about typical ancient Egyptian culture, how writing was used, and advances made in science and medicine. +

Objectives:

- Students will be able to identify the reasons the Nile is important to Egyptians.
- Students will be able to list the similarities and differences between the Old and New kingdoms.
- Students will be able to describe some of the innovations of Ancient Egypt.
- Students will be able to locate ancient Egypt on a world map.
- Students will be able to describe common social roles in ancient Egyptian times.
- Students will be able to organize and list people of society according to ancient Egyptian social hierarchy.
- Students will be able to explain the role and significance of gods in ancient Egypt.
- Students will be able to state the connection between gods and daily life.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- Why was the Nile River so important to the Ancient Egyptians?
- What did the Old and New Empires have in common?
- Which civilization came first: Egypt or Nubia?

New Jersey Student Learning Standards/Learning Targets:

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.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.

Interdisciplinary Connections: RI.CI.6.2, RI.CR.6.1, 8.2.8.ED.2

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.CI.2

Computer Science and Design Thinking: 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Guided Notes -Map of Egypt Group Project -Guided Readings -Build a Pyramid Project -Hieroglyphics -Canopic Jar Drawing -Webquest -Study Guide	The World, Harcourt Brace, The Gift of the Nile The World, Harcourt Brace, The Dynasties of Ancient Egypt The World, Harcourt Brace, Nubia and Kush	The World, Harcourt Brace, Chapter 4, Section 1 The World, Harcourt Brace, Chapter 4, Section 2 The World, Harcourt Brace, Chapter 4, Section 3	• Smart Board Applications • Google Applications • Edpuzzle.com • Socrative.com • Chromebooks • Quizlet.com • kahoot.com • reviewgamezone.com • freckle.com

Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes	Summative Assessments • Egyptian Social Class Google Slides Project • Chapter 4 Test

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● Outlining ● Timelines ● Map Skills ● Drawing Conclusions from a Video (Active Listening Guides) ● Vocabulary Term Exercises	● Mummification of Chicken ● Dear Pharaoh Letter
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Utilize wait time effectively. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids during lessons and small-group time. ● Utilize open-ended questioning techniques. ● Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. ● Vary formative assessment styles to drive next point of instruction. ● Create modified assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Promote self-initiated and self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Translate printed communications in native language for parents. • Hold conferences with translator present.		
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Quinton Township School District
Social Studies
Grade 6

Marking Period:	3	Unit Title:	Unit 4: Early Civilizations in Asia	Pacing:	25 days
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Unit Summary: Like the ancient Middle East, civilizations in South and East Asia first developed near great river systems. The Harappan civilization of the Indus River valley developed in the middle of the third millennium B.C.E.—approximately at the same time as the river civilizations of the Middle East. The Chinese would develop near the Huang He and Yangtze Rivers. In this unit, we will examine the emergence and decline of these important early civilizations in Asia. +

Objectives:

- Students will be able to describe the relationship between geographical features and developments of early civilizations in South and East Asia.
- Students will be able to assess the political, social, and cultural legacies of the Harappan civilization.
- Students will be able to trace the characteristics, development, and fall of the Shang and Zhou dynasties in early China.
- Students will be able to compare and contrast the early civilizations of Ancient China.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

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- Which achievements of the Harappa, Chinese, and the Indus Valley were the most significant?
- What is a dynasty and why is the idea of a “dynastic cycle” important to understand when you are studying ancient Chinese dynasties?
- How did the Silk Road impact China and what effect did it have on the rest of the world?
- What was the greatest accomplishment of the Zhou Dynasty?

New Jersey Student Learning Standards/Learning Targets:

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.

Interdisciplinary Connections: RI.CI.6.2, RI.CR.6.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.IML.1, 9.4.8.GCA.2

Computer Science and Design Thinking: 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Guided Notes -Webquest -Chinese Writing -Chinese Story Book -Silk Road Activity -Guided Readings	The World, Harcourt Brace The Indus Valley (Harappa) The Huang He Valley (China)	The World, Harcourt Brace, Chapter 5 Section 1 The World, Harcourt Brace, Chapter 5 Section 2 The World, Harcourt Brace, Chapter 5 Section 3	• Smart Board Applications • Google Applications • Edpuzzle.com • Socrative.com • Chromebooks • Quizlet.com • kahoot.com • reviewgamezone.com

Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	Summative Assessments • Geography Quiz • Chapter 5 Test • Design an Indus River Valley city
Benchmark Assessments	Alternative Assessments

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Alternative Choice Projects
- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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**Quinton Township School District
Social Studies
Grade 6**

Marking Period:	3	Unit Title:	Unit 5: Early Civilizations of Mesoamerica	Pacing:	20 days
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Unit Summary: Students will be studying the physical geography and history of the Early Americas and its people. Students will take part in various activities to discover how people have adapted to the challenging geographic and climatic conditions. Adapting to these different elements has allowed the people in these regions to develop great civilizations! Students will also be able to study various leaders and their impact on the Olmec, Mayan, Aztec, and Inca. +

Objectives:

- Students will be able to hypothesize about which ideas of the Olmecs may have been used by later peoples.
- Students will be able to analyze Mayan civilization to identify features the Mayas may have passed on to others.
- Students will be able to locate the Maya and Inca Empires on the map.
- Students will be able to list the Olmec Achievements.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

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- What were the beliefs and values of people in this society?
- What types of governments were formed in this society and how did they develop?
- How did this society develop and organize its economic activities?
- How do different environments determine the economic and social structures of civilizations?
- What are the unique qualities of each civilization?
- Is it fair to decide which civilizations/cultures are more important than others?

New Jersey Student Learning Standards/Learning Targets:

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Interdisciplinary Connections: RI.CI.6.2, RI.CR.6.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.IML.1, 9.4.8.GCA.2

Computer Science and Design Thinking: 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Olmec Head Sculpture -Guided Notes -Guided Readings -Mayan Glyph Writing -Mayan Ball game Webquest -Angry Aztecs Edpuzzle -Study Guide -Video Guides	The World, Harcourt Brace -Road to El Dorado	The World, Harcourt Brace Chapter 5 Lesson 3: Ancient Civilizations in Mesoamerica	• Smart Board Applications • Google Applications • kahoot.com • edpuzzle.com • quizlet.com • banzai.com • reviewgamezone.com

Assessments	
Formative Assessments	Summative Assessments

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• Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	• Mesoamerican Unit Test
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• positive academic role model. • Utilize graphic organizers.	
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Quinton Township School District
Social Studies
Grade 6

Marking Period:	4	Unit Title:	Unit 6: Southwest Asian Civilizations	Pacing:	20 days
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Unit Summary:

With the growth of civilizations and the quest for resources, conflicts among kingdoms also grew. The ancient Israelites were faced with destruction as a kingdom, yet their leaders and their belief in one God taught the importance of leading a moral life and helping others. In this unit, you will study the biographies of the leaders and discuss their claims for the importance of following the commands of God. Students will share their research regarding leaders and their laws through a choose-your-own-project. () +

Objectives:

- Students will be able to evaluate the role of Judaism as a world religion.()
- Students will be able to compare and contrast the Persian emperors
- Students will be able to analyze the achievements of the Persian Empire
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- Is Judaism a religion, nationality or race?
- Which development, alphabet or money, has had the greatest impact?
- Whose achievements were more spectacular, Cyrus or Darius?

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- Which Emperor of Persia was the greatest?
- What were the beliefs and values of people in this society?
- What types of governments were formed in this society and how did they develop?
- How did this society develop and organize its economic activities?

New Jersey Student Learning Standards/Learning Targets:

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.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

Interdisciplinary Connections: RI.CT.6.8, RI.IT.6.3, RI.CR.6.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.IML.1

Computer Science and Design Thinking: 9.4.8.TL.2

Career Education: 9.2.8.CAP.10

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Guided Notes -Guided Reading -Phoenicians & Lydians Worksheets -Ancient Hebrew Edpuzzle	The World, Harcourt Brace, Chapter 6 Lesson 1:The Ancient Israelites Chapter 6 Lesson 2: The Phoenician and the Lydians Chapter 6 Lesson 3: The Persian Empire	The World, Harcourt Brace, Chapter 6 Section 1 The World, Harcourt Brace, Chapter 6 Section 2 The World, Harcourt Brace, Chapter 6 Section 3	• Smart Board Applications • Google Applications • kahoot.com • edpuzzle.com • quizlet.com • banzai.com • reviewgamezone.com

Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills	Summative Assessments • Chapter 6 Section 1 Quiz • Chapter 6 Section 2 Quiz • Chapter 6 Section 3 Quiz • Chapter 6 Test • Ancient Hebrew menu project

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• Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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- frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Hold conferences with translator present.		
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Quinton Township School District
Social Studies
Grade 6

Marking Period:	4	Unit Title:	Unit 7: Asia's Classical Age	Pacing:	20 days
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Unit Summary:

This unit is about the development of the classical empires of India and China and the development of major belief systems that originated in these empires. Conceptually students will focus on how societies work to have everyone following the rules of that society, as the belief systems originating during the classical period served as a way to bring order to societies.

Objectives:

- Students will be able to speculate about why the Aryans moved to India.
- Students will be able to analyze the Aryan Religion and its connection with Hinduism.
- Students will be able to classify the Indian People according to Caste. Summarize Gautama's search for truth and the message he carried about the meaning of life. Interpret the Special Meaning of Fables.
- Students will be able to evaluate the lessons of fables for people today.
- Students will be able to observe the commonality of values across societies.
- Students will be able to evaluate how the Maurya rulers used force to govern their empire.

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- Students will be able to analyze how the Buddhist principles followed by Ashoka helped to unify his people.
- Students will be able to compare the period of peace during the Gupta Empire with the centuries of conflict preceding it.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- What was the greatest effect of the Aryan Migration on Indian Culture?
- Which Indian Empire was the most influential?
- What were the beliefs and values of people in this society?
- What types of governments were formed in this society and how did they develop?
- How did this society develop and organize its economic activities?

New Jersey Student Learning Standards/Learning Targets:

- 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.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.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.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.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.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.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

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

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

Interdisciplinary Connections: RI.CT.6.8

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.IML.1

Computer Science and Design Thinking: 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Guided Notes	The World, Harcourt Brace textbook	The World, Harcourt	Smart Board

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-Guided Readings -Ancient India Edpuzzle -Hinduism Webquest -Classical Asia Mapping Activity -Religions of the East Activity		Brace, Chapter 6 Section 1 The World, Harcourt Brace, Chapter 6 Section 2 The World, Harcourt Brace, Chapter 6 Section 3	Applications • Google Applications • Edpuzzle.com • Socrative.com • Chromebooks • Quizlet.com • kahoot.com • reviewgamezone.com
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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	Summative Assessments • Chapter 7 Section 1 Quiz • Chapter 7 Section 2 Quiz • Chapter 7 Section 3 Quiz • Chapter 7 Test • Google Slides Project
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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