



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Social Studies
Grade 6

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 28, 2025



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent of Curriculum and Instruction and Assessment**

Curriculum Developed By:

Ronald Slate ~ Principal

Candice Schiano ~ Supervisor of Humanities

Alison Reynders- Social Studies Teacher



Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 23
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Rinaldi
Adopted: July 28, 2025

Curriculum Update

To approve the following curriculum revisions:

- a. Middle School
 - i. Grade 6 Social Studies
 - ii. Grade 7 Social Studies
 - iii. Grade 8 Social Studies
- b. High School
 - i. Italian I
 - ii. Italian II
 - iii. Italian III
 - iv. Italian IV

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 28, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 29th day of July 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary

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Unit Overview Template

Content Area:	<i>Social Studies:</i>	Grade Level:	6th Grade	Unit Title:	Stone Age
	<i>Ancient World</i>				
Unit Summary: In order to give our students a framework of the 6th grade curriculum, we begin the year by introducing our 6th grade Social Studies themes or “Features”). Students will define, explain, and create collages that represent the features. The overall goal is for students to be able to identify the features in each civilization we study and reflect upon how they impact each civilization. After the students have a grasp on the features we will move forward with our first unit of study. Our first unit deals with the Birth of Civilization. We will follow the pattern of human migration, and examine how the geography of a place can explain why historic events happened there. We will also look at how humans evolved from hunter-gatherer communities to fully functioning civilizations. In doing so, we will examine how the domestication of plants and animals was the main contributing factor promoting the growth of civilization.					
Primary Interdisciplinary Connections: In connection with tectonic plates learned in science, we will study Pangaea and the pattern of migration of early humans. We will also relate the desire to survive as a species with Communication Arts' first theme of perseverance.					
<u>21st Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy ✕ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: This Unit will serve as our foundation and reasoning behind why we study ancient civilizations. It will allow the students to breakdown what features a society must have in order to be considered a civilization. This unit will also emphasize the impact humans have on their environments and their ability to evolve as a species.					

Learning Targets

Standards:	NJ Student Learning Standards: Social Studies- HIS.6.2.8 NJ Student Learning Standards: Technology/SEL- 9.4.8 NJ Student Learning Standards: Language Arts- LA.6.RH/LA.6.WHST
Content Statements:	<i>Social Studies:</i> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. <i>Technology:</i> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. <i>Language Arts:</i> Reading Literature Text for key ideas and details, craft and structure, and integration of knowledge and ideas.
CPI#:	Cumulative Progress Indicator (CPI):
<i>New Jersey Learning Standards: Social Studies</i>	



6.2.8.GeoP P.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.GeoP P.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.Histo ryCC.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.Histo ryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.Histo ryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure
6.2.8.Histo ryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.Histo rySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records
<i>New Jersey Learning Standards: Technology/SEL</i>	
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.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.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
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.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
<i>New Jersey Learning Standards: Language Arts</i>	
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.



RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.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.
W.IW.6.2.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 aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7	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.



SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Essential Questions:

- How could the “11 Features of a Civilization” shape a civilization?
- What role do individual leaders play in change?
- Why is there political and social conflict?
- How do geographers look at the world?
- How are cartographers' points-of-view reflected in the maps they create?
- Who/what is represented on a map? Who/what is omitted?
- How do geographers use maps to answer questions and solve problems?
- How does geography affect the development of civilizations, cultures, and societies?
- How do humans alter their environment to suit their needs?
- How do we learn about prehistoric societies?
- How did early humans improve their lives?
- Why do humans form civilizations?
- What impact did the Agricultural Revolution have on modern society?
- Are the actions of the Assyrians towards their captives genocidal?

Unit Enduring Understandings:

- Technology has changed the ways people live and work.
- Geographic factors have influenced the location and development of economic activities

Unit Learning Targets:

Students will....

- Explain which physical features are essential for human survival as well as necessary for settling conditions.
- Describe the sequence of events that took place, which helped humans evolve from simple farming communities to complex civilizations.
- Analyze how individual leaders helped or hurt the survival of certain Mesopotamian city-states.
- Explain how religious beliefs were created due to unexplained natural events.



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- Compare and contrast technologies developed by different Mesopotamian city-states and their effects on the people.



Evidence of Learning

Summative Assessment: 3 hours/ 2-3 periods

Equipment Needed: Laptops / Projector

Teacher Resources: myWorld Textbook; Laptop; Projector

Formative Assessments:

- Chapter End of Unit Quiz
- Civilization Creative Project
- Fertile Crescent Document Based Question

Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Big Ideas of Social Studies</i>	<i>1 hour / 1.5 periods</i>
Lesson 2 <i>Step Towards Civilizations</i>	<i>42 mins / 1 period</i>
Lesson 3 <i>11 Features of a Civilization</i>	<i>1 hour 20 mins/ 2 periods</i>

Teacher Notes:

This unit will serve as the Introduction Unit to our civilizations

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

myWorld – Textbook

Mr. Donn's Ancient History Page

Social Studies Website

Kidspast.com

Socialstudiesforkids.com

United Streaming Video Service



Lesson Plan 1 Template

Content Area:	Social Studies/ Ancient World	Lesson Title:	Big Ideas of Social Studies	Time Frame:	1.5 hours/ 2 periods
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Lesson Components

21st Century Themes

✕ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
 ✕ Civic Literacy ☐ Health Literacy

21st Century Skills

✕ Creativity and Innovation	✕ Critical Thinking and Problem Solving	✕ Information Literacy
☐ Life and Career Skills	✕ Communication and Collaboration	✕ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology:

Laptop to be utilized to show a guidance video of “Working Together”; Student laptop usage to research the names and roles of several organizations that exist.

Equipment Needed:

myWorld Textbook: The Early Ages
 Projector
 Laptops
 Social Studies Designed Website

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Redefine their Social Studies themes in “Kid-friendly” language - Create a web for each theme that contains synonyms and words that represent them - Create a collage about one SS theme of choice	- Use their laptops (dashboard dictionary/thesaurus) to help them create new definitions that are easier to understand. Review the definitions as a class. - In groups, think of words that best describe each theme. In groups, choose one theme and begin searching through magazines for words and pictures that best represent them. Groups will create collages to represent their features. Collages will have to include feature definition and the word.	- As a class, put the students' examples on poster boards to show how they've made connections - Check each group's chart to see if the sequence is correct



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Differentiation:

Students get to choose which theme they would like to build a collage about. Students will be given a pre-defined list of words. Students will work in small groups with tasks broken up for them into smaller tasks. Scholars will also have a model and sentence starters to help answer the questions.

Resources Provided:

- Laptops
- Social Studies Website
- *myWorld* Textbook
- Online Dictionaries



Lesson Plan 2 Template					
Content Area:	Social Studies/ Ancient World	Lesson Title:	Step Towards Civilization	Time Frame:	42 minutes 1/2 days
Lesson Components					
<u>21st Century Themes</u>					
x Global Awareness x Financial, Economic, Business and Entrepreneurial Literacy x Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy x Life and Career Skills x Communication and Collaboration x Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Communication Arts					
Integration of Technology: Social Studies Design Website Short video on the pattern of human migration Maps to display images of the Earth					
Equipment Needed: Laptops Projectors					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Assess their ability to connect their Social Studies themes to the content and material covered in class - Organize the eight steps it took the early humans to evolve from simple to society to a full blown civilization - Create a flow chart demonstrating how each step lets the next	Lesson Sequence - Using GRAPES as a way to connect chapter 1 with our Social Studies themes. - Give the students 8 slips of paper containing the “steps toward civilization” out of order. - In groups, have them place the steps in sequential order.	- As a class, put students examples and poster board to show how they made connections - Check each groups chart to see if the sequence is correct
Differentiation: The students can choose two of the six themes they understand the best defined examples within the chapter. Scholars will also have a model and sentence starters to help answer the questions.		
Resources Provided: - Definitions of Social Studies themes - Steps Towards Civilization-Worksheet <i>myWorld</i> History Textbook - SS Website		



Lesson Plan 3 Template

Content Area:	Social Studies/ Ancient World	Lesson Title:	11 Features of a Civilization	Time Frame:	1 hour/20 minutes/ 1 day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation	☒ Critical Thinking and Problem Solving	☒ Information Literacy
☐ Life and Career Skills	☒ Communication and Collaboration	☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology:

Students will utilize laptops

Equipment Needed:

Laptop/Computer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Match the 11 features of a civilization with its meaning - Using the USA as a model create a chart filled with examples of each features of a civilization	Lesson Sequence - Log onto Google and complete the “matching challenge” with 11 features of society and the definitions. - Download the 11 features chart. - Using the Internet/past experience you can read complete documents. - Find images to represent each of the features of civilization.	- Google form is a graded assessment - The chart will be collected and check for accuracy and will be discussed throughout the class
Differentiation: Students can provide examples of their choosing as long as they’re historically accurate. Students can work in groups as pairs as needed. Students will be provided with guided websites to assist in research. Scholars will also have a model and sentence starters to help answer the questions.		
Resources Provided: 11 Features of a Civilization Worksheet - Teacher Guided Websites <i>myWorld</i> History Textbook		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies/Ancient World	Grade Level:	6th Grade	Unit Title:	Stone Age
Created:	Alison Reynders	Board Approved on:			



Unit Overview Template

Content Area:	<i>Social Studies:</i> <i>Ancient World</i>	Grade Level: 6th Grade	Unit Title:	River Valley Civilizations
Unit Summary: The Fertile Crescent, Nile River Valley at Indus River Valley will all be used to model regions where humans were settled, a close examination on how people developed powerful city states, and or civilizations will highlight political and economic accomplishments. Furthermore, by studying their unique cultures, students will get an inside look at how religion was used to explain natural events.				
Primary Interdisciplinary Connections: In connection with Communication Arts, the students will focus on analyzing documents and reflection through writing short constructed responses.				
<u>21st Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy ✕ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy				
Unit Rationale:	This unit was his plan to understand the importance of the Ancient River Valley civilizations. Students will study geography, culture, and social organizations of these ancient civilizations. Through the examination of various aspects of several societies, students will develop an understanding and appreciation of the nature in achievements of that society, and also influence that the civilization had on those followed. Students will critically think about the various aspects of the ancient river valley civilizations. From there, they will decide if the aspects were beneficial or detrimental to societies.			

Learning Targets

Standards:	NJ Student Learning Standards: Social Studies- HIS.6.2.8 NJ Student Learning Standards: Technology- 9.4.8 NJ Student Learning Standards: Language Arts- LA.6.RH/LA.6.WHST
Content Statements:	<i>Social Studies:</i> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. <i>Technology:</i> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. <i>Language Arts:</i> Reading Literature Text for key ideas and details, craft and structure, and integration of knowledge and ideas.
CPI#:	Cumulative Progress Indicator (CPI):
<i>New Jersey Learning Standards: Social Studies</i>	
6.2.8.Civics PI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.Civics HR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.



6.2.8.GeoS V.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.GeoG E.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.Civics PI.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.Civics DP.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.Civics HR.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.Econ EM.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.Econ GE.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.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.
6.2.8.Civics PI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
<i>New Jersey Learning Standards: Technology/SEL</i>	
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.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.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
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.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
<i>New Jersey Learning Standards: Language Arts</i>	
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1. A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1. 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.



W.IW.6.2.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 aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7	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.
SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Unit Enduring Understandings: • Major events have causes and effects • People rebel against the government when they are oppressed	
Unit Learning Targets: Students will.... • Learn with character traits a good leader possesses	



- Identify how technology plays an important role in how a civilization changes/ advances
- Analyze how bad leadership, natural disasters, or war (being conquered) were all contributing factors that can lead to the decline of civilization.

Evidence of Learning

Summative Assessment: 3 hours/ 4 class periods

Equipment Needed: Laptops / Projector

Teacher Resources: myWorld Textbook; Laptop; Projector

Formative Assessments:

- Chapter End of Unit Quiz
- Civilization Creation Project
- River valley civilization document Based Question: “Why are the rivers essential and survival of the ancient river valley civilizations?”
- Debates and Discussions



Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Hammurabi's Code</i>	<i>1 hour 20 minutes/ 2 periods</i>
Lesson 2 <i>Effects of Early Religion</i>	<i>1 hour 20 minutes/ 2 periods</i>
Lesson 3 <i>Caste System</i>	<i>40 minutes/ 1 period</i>
Teacher Notes: This unit encompasses the Ancient River Civilizations from Mesopotamia, Egypt and India. This unit has the students use the information from the Stone Age/Early Humans unit in order to assess the success of the civilization as a whole. Also, the unit discusses the start of the Judaism religion.	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> <i>myWorld – Textbook</i> <i>Mr. Donn's Ancient History Page</i> <i>Social Studies Website</i> <i>Kidspast.com</i> <i>Socialstudiesforkids.com</i> <i>United Streaming Video Service</i>	



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Hammurabi's Code Time Frame: 1 hour 20 minutes / 2 periods

Lesson Components

21st Century Themes

✕ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
 ✕ Civic Literacy ☐ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
☐ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology:

Social Studies Website- Mr. Donn's about Hammurabi's Code
 Video clip summarizing Hammurabi's code

Equipment Needed:

myWorld Textbook
 Laptop
 Projector
 Social Studies District Website

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify several Hammurabi's Code laws - Decide which consequence need to be given out to the Babylonians that broke the code - Debate if Hammurabi's Code is unfair or fair - Assess if Hammurabi's Code is better than living under no code at all	Lesson Sequence - Read about the different crimes that occurred in Babylon. - As a judge from Hammurabi's court, decide what the outcomes should be according to Hammurabi's code. - Debate as a class if punishments are fair or unfair. - Exit Ticket: would living under Hammurabi's Code be better than living under no code at all? Why or why not?	- Mark and provide feedback on the debate skills - Collect court decisions - Collecting read exit ticket differentiation
Differentiation: Students will be given different scenarios for them to judge the judge in Hammurabi's Court. Scholars will also have a model and sentence starters to help answer the questions.		
Resources Provided:		



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- Laptop
- Projector
- You Be the Judge-Worksheet
- Hammurabi's Code
- *myWorld* Textbook



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	The Effects of Early Religion	Time Frame:	1 hour 20 minutes / 2 periods
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Lesson Components

21st Century Themes

☒ Global Awareness
 ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy
 ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation
 ☒ Critical Thinking and Problem Solving
 ☒ Information Literacy
☒ Life and Career Skills
 ☒ Communication and Collaboration
 ☒ Media Literacy
 ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology:

Social Studies Website
 Short video on Development of Ancient Religion

Equipment Needed:

Laptops
 Projectors

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will identify and describe innovations and occupations the Egyptians had - Explained how ancient Egyptian religion affect daily lives of people - Categorize what part of daily life was occupied by religion, occupations, free time, technology etc.	Lesson Sequence - Describe a list of inventions and occupations and Ancient Egyptians had on a document created by the teacher from the Social Studies website. - Explain why each invention or occupation was created for religious purposes. - Fill out a chart organizing the invention shops in activities under occupations free time and technology.	- Observe students - Exit Ticket: “Can you think of a job today that is credited for religious purposes?” (other than a priest or a rabbi)
Differentiation: Provide the students different occupations, technology, and hobbies the students can research about. Scholars will also have a model and sentence starters to help answer the questions.		
Resources Provided: - SS Website - Effects of Religion Document <i>myWorld</i> Textbook		



Lesson Plan 3 Template

Content Area:	Social Studies/Ancient World	Lesson Title:	The Caste System	Time Frame:	40 minutes / 1 period
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Lesson Components

21st Century Themes

✕ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
 ✕ Civic Literacy ☐ Health Literacy

21st Century Skills

✕ Creativity and Innovation	✕ Critical Thinking and Problem Solving	✕ Information Literacy
☐ Life and Career Skills	✕ Communication and Collaboration	✕ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology:

Laptop

Equipment Needed:

Laptop
Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will identify and organize all levels of the ancient caste system - Define Moksha, Dharma, Artha, and Karma - Explain how a person can live their lives properly as a Hindu in order to move up the caste system - Write a creative journal entry as a member of the Ancient Indian society	Lesson Sequence - Organize the names of different ancient caste systems according to the level of importance. - Read and review how Hindus achieve Moksha. - Choose one profession from Ancient India. Explain how through Moksha, you will strive to climb the caste system and live a better life next time around.	- The teacher will collect a journal entries and grade for historical accuracy and understanding - Journal entries will be used to see if the Moksha, Dharma, Artha, and Karma were all using proper context - Exit ticket: "What's the difference between Dharma and Karma?"
Differentiation: The students will be allowed to choose from different professions obtained by the Ancient Indians. They will use a single profession for the journal entry about their climb up in the caste system. Scholars will also have a model and sentence starters to help answer the questions.		
Resources Provided: - SS Website - myWorld Textbook - Teacher Guided Websites - Caste System-Teacher Made Document		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area:	Social Studies/Ancient World	Grade Level:	6th	Unit Title:	River Valley Civilizations
Created:	Alison Reynders				
	Board Approved on:				



Unit Overview Template

Content Area:	<i>Social Studies:</i> <i>Ancient World</i>	Grade Level: 6th Grade	Unit Title:	Classical Civilizations/ Ancient Greece
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Unit Summary:

Different cultures come to control Greece. The people of ancient Greece develop different ways of life. Periods of war and peace affected the ways of life for the Ancient Greeks. Alexander the Great changed the Mediterranean region forever.

Primary Interdisciplinary Connections:

Communication Arts, Dance/Theater/Arts, Math/Economics

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy
 ✕ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale:	The goal of the New Jersey State Learning Standards for Social Studies and the thematic strands of the National Council for the Social Studies are all provided to shape the unit for students to show competency through successful performances on assessment and foster inferential ideas through lessons. The unit is meant to provide a base in the 6th Grade classroom in order for students to grow into higher-learners, think critically, and use evidence from texts to support all claims. This unit uses key skills from both Ancient China and Ancient Greece. One of the ways in which the NJSLs does this is that the scholars can compare government and leadership in each society: as well as the geography and resources from these civilizations. Another way is that the scholars will analyze all elements of the society ranging from religion to beliefs of each religion.
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Learning Targets

Standards:	NJ Student Learning Standards: Social Studies- HIS.6.2.8 NJ Student Learning Standards: Technology- 9.4.8 NJ Student Learning Standards: Language Arts- LA.6.RH/LA.6.WHST
Content Statements:	<i>Social Studies:</i> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. <i>Technology:</i> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. <i>Language Arts:</i> Reading Literature Text for key ideas and details, craft and structure, and integration of knowledge and ideas.
CPI#:	Cumulative Progress Indicator (CPI):
<i>New Jersey Learning Standards: Social Studies</i>	
6.2.8.Civics PI.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.Civics DP.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.Civics HR.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.Econ EM.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.Econ GE.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.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.
6.2.8.Civics PI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
<i>New Jersey Learning Standards: Technology/SEL</i>	
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.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.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
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.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
<i>New Jersey Learning Standards: Language Arts</i>	



RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.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.
W.IW.6.2.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 aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7	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.



SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Essential Questions:

- How did China's location impact its development?
- What were ancient China's earliest civilizations?
- How did the Chinese dynasties affect life throughout East Asia?
- How did Confucianism, Daoism, and Legalism influence society in ancient China?
- How do societies develop?
- How does physical geography shape societies?
- How do societies become powerful?
- How do societies control their empires across varied regional geography?
- What are the legacies of ancient cultures and how do they affect the modern world?
- What impact does geography have on culture?
- How do ancient cultures influence the modern world?
- What is the legacy of ancient cultures?
- What factors shape government throughout history?

Unit Enduring Understandings:

- What role does cultural diffusion play in each civilization?
- Why do civilizations decline and perish?

Unit Learning Targets:

Students will....

- Compare and contrast government and leadership in each society
- Compare and contrast geography and resources from these civilizations.
- Analyze all elements of the society ranging from religion to beliefs of each religion.
- Analyze the rights of men, women, citizens, and slaves.



Evidence of Learning

Summative Assessment: 3 hours/ 4 periods

Equipment Needed: Laptops / Projector

Teacher Resources: *myWorld* Textbook; Laptop; Projector

Formative Assessments:

- Chapter End of Unit Quiz
- Alexander the Great Powerpoint/Google Slides
- Classic Civilizations DBQ
- Debates and Discussions



Lesson Plans

Lesson	Time Frame
Lesson 1 <i>The Silk Road Lesson</i>	<i>1 hour 20 minutes/ 2 periods</i>
Lesson 2 <i>Greek Stations Activity</i>	<i>1 hour/ 1.5 periods</i>
Lesson 3 <i>Socrates Mock Trial</i>	<i>3.5 hours/ 4 periods</i>

Teacher Notes: This unit emphasizes how different cultures come to control Greece and how the people of ancient Greece develop different ways of life.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

myWorld – Textbook

Mr. Donn's Ancient History Page

Social Studies Website

Kidspast.com

Socialstudiesforkids.com

United Streaming Video Service



Lesson Plan 1 Template			
Content Area:	Social Studies/Ancient World	Lesson Title:	The Silk Road
		Time Frame:	1 hour 20 minutes/ 2 periods
Lesson Components			
<u>21st Century Themes</u>			
x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy x Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy ☐ Life and Career Skills x Communication and Collaboration x Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Communication Arts			
Integration of Technology: Maps will be projected for students to discuss. msocrative.com website will allow teacher to assess student technology			
Equipment Needed: Laptop Projector			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - analyze reasons for trade along the Silk Road - Identify the time spent regions and cities involved in the trade along the Silk Road - Identify types of resources and goods trade along the Silk Road - Recognize the economic impact of goods moved along the Silk Road	Lesson Sequence - Do Now: What is the purpose of trade? Why do people need to trade? - Analysis of Physical Maps: What are the most important features of Asia? Why do trade routes move through valleys and rivers? - Activity: Students will “move” across the silk road and analyze what happens to the cost of goods as it moves from China to Rome. - Exit Ticket: “What could lower the cost of trade between Asia and Europe?”	m.socrative.com Website: Propose questions to the students and group assess answers at the end of the period
Differentiation: Students will analyze how trade occurs throughout Asia and Europe will differentiate the lesson. Images, Maps, and text will be used during the lesson, as well as auditory discussions for students. In addition, students will be allowed to work together cooperatively to reflect upon the impact of the Silk Trade. Scholars will also have a model and sentence starters to help answer the questions.		
Resources Provided: m.socrative.com		



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- SS Website
- *myWorld* Textbook
- Silk Road-Teacher created document (Word/Google Docs)



Lesson Plan 2 Template

Content Area:	Social Studies/Ancient World	Lesson Title:	Ancient Greek Stations	Time Frame:	1 hour/ 1.5 periods
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Lesson Components

21st Century Themes

☒ Global Awareness
 ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy
 ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation
 ☒ Critical Thinking and Problem Solving
 ☒ Information Literacy
☒ Life and Career Skills
 ☒ Communication and Collaboration
 ☒ Media Literacy
 ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology:

SS Designed Website
 Audio Clip Sound Section

Equipment Needed:

Laptop/Computer with headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze daily life of citizens and culture in ancient Greece - Complete stations activity where they analyze food, fashion, homelife, music and women's rights	Lesson Sequence - Students will be arranged in small groups. - Each group will be a station that has different material such as reading material, photos and audio clips. - Each station will take 5 to 7 minutes to complete. Students will work collaboratively together to analyze the materials. While completing readings, students will answer questions that reflect on the material. Each station will have a brief reflection question. - Reflection Questions: - What is the main source of protein that makes up ancient Greeks' diet? - What showed a higher financial	Reflection questions for each station



	status in Ancient Greece? c. What is significant about larger families living in Ancient Greece? d. How would you describe the sound of Ancient Greek music? e. How would you describe a woman's life in Athens? 5. The teacher will require students to answer in full sentences. The teacher will review each station with students in detail and will collect the students worksheets to assess students' understanding of the content.	
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Differentiation:

The lesson will be differentiated by the use of many different materials throughout lessons. Images, sound clips, video clips, and reading will be used in the various stations. In addition, students will have guided questions that will be encouraged to work together cooperatively with their groups to answer questions. Scholars will also have a model and sentence starters to help answer the questions.

Resources Provided:

- SS Website
- Greek Stations Worksheet
- Greek Stations Descriptions
- *myWorld* Textbook
- Sound Clips
- Video Clips



Lesson Plan 3 Template			
Content Area:	Social Studies/Ancient World	Lesson Title:	Socrates Mock Trial
		Time Frame:	4 hours/ 4-5 periods
Lesson Components			
<u>21st Century Themes</u>			
x Global Awareness x Financial, Economic, Business and Entrepreneurial Literacy x Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy x Life and Career Skills x Communication and Collaboration x Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Communication Arts			
Integration of Technology: Microsoft PPT/Google Slides Microsoft Word/ Google Docs			
Equipment Needed: Laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Work on different aspects of a trial • Analyze life of Socrates by reading documents • Complete the individual lesson task space on the assigned role for the mock trial • Participate in the mock trial by taking notes, sharing information during the trial and reflecting aspects of the trial	Lesson Sequence 1. Day One: Teacher presentation in PowerPoint/Google Slides. PowerPoint/Google Slides will be displayed introducing the essential question: “What are the procedures followed when someone is accused of a crime?” 2. Day Two: In class, students will be pre-assigned roles: Judge, witness, attorney, news reporter. They will use evidence to create an argument. 3. Day 3 Then, the class decides how Socrates will be proven guilty or innocent. Students will also “research”/ read premade parts that describe each character. Students will	• Students will individually complete a 300 word writing assignment reflecting on the trial. • Student presentations/projects on information they gathered throughout the trial



	have to individually complete a handwritten component hand then be assessed. 4. Day 4: Presentation of a Mock Trial classroom we set up a courtroom. Courtroom procedures will be mimicked. Students will then present information to the class. Each student will be responsible for completing a note sheet while following along court procedures. Jurors will complete a rating scale that helps him honestly critique and evaluate the trial.	
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Differentiation:

This lesson will be differentiated through the use of readings and peer cooperation. For this project, it is integral that the students work together to complete the assigned areas. Students are able to help each other in accomplishing the goals that are set for all students. In addition to having resources, students will have the ability to use images and visual sources to analyze the evidence. Also, students can use these resources to understand the workings of a courtroom. Scholars will also have sentence starters to help answer the questions.

Resources Provided:

- PowerPoint/Google Slides slideshow
- Pretrial Rolling assignment
- Jobs and expectations during the trial worksheets. (Word or Google Docs)
- SS Website
- *myWorld*-Textbook



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		x	
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area:	Social Studies./Ancient World	Grade Level:	6th Grade	Unit Title:	Classical Civilizations/ Ancient Greece
Created:	Alison Reynders				
	Board Approved on:				



Unit Overview Template

Content Area:	<i>Social Studies:</i> <i>Ancient World</i>	Grade Level: 6th Grade	Unit Title:	Classical Civilizations/ Ancient Rome
Unit Summary: Over the years, the form of the government went through many transformations. Many people united under the Roman empire Christianity spread throughout the empire and changed Roman life. Students will also witness the expansion of an empire and how certain rulers impacted the success and the downfall.				
Primary Interdisciplinary Connections: Communication Arts				
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy ✕ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy				
Unit Rationale:	This unit is about the study of the Roman empire from its rise to its fall. The unit will cover the outcome of identifying factors that influence the development and decline of world civilizations. The goal of this unit will be to have the students understand the fall of the Roman empire by analyzing and interpreting the causes of its collapse. This focus will help the students think critically about whether or not the traditions, technologies or ideologies of the Roman empire were really destroyed or if they're still legacies from the Roman empire. In addition, the unit is meant to provide a base for the six grade classroom to grow into higher learners to foster a mega cognitive growth and connect with the students at an intellectual level.			

Learning Targets

Standards:	NJ Student Learning Standards: Social Studies- HIS.6.2.8 NJ Student Learning Standards: Technology- 9.4.8 NJ Student Learning Standards: Language Arts- LA.6.RH/LA.6.WHST
Content Statements:	<i>Social Studies:</i> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. <i>Technology:</i> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. <i>Language Arts:</i> Reading Literature Text for key ideas and details, craft and structure, and integration of knowledge and ideas.
CPI#:	Cumulative Progress Indicator (CPI):
<i>New Jersey Learning Standards: Social Studies</i>	
6.2.8.Civics PI.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.Civics DP.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.Civics HR.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.Econ EM.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.Econ GE.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.Histo ryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.Histo ryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.Histo ryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.Civics PI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
<i>New Jersey Learning Standards: Technology/SEL</i>	
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.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.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
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.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
<i>New Jersey Learning Standards: Language Arts</i>	
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.



RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.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.
W.IW.6.2.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 aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7	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.



SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Unit Enduring Understandings: • Major events also have causes and effects • The location of city states affected the the economic growth and decline overall	
Unit Learning Targets: Students will.... • Analyze and review geography of the Italian peninsula • Compare the lifestyle of the Romans to other classical citizens • Analyze the building and cities of the Roman empire • Compare and contrast Roman laws to the US Bill of Rights • Describe the events leading up to the fall of Rome.	



Evidence of Learning

Summative Assessment: 3 hours/ 4 periods

Equipment Needed: Laptops / Projector

Teacher Resources: myWorld Textbook; Laptop; Projector

Formative Assessments:

- Chapter End of Unit Quiz
- Rome Creative Project
- Roman Lifestyle DBQ
- Debates and Discussions



Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Spartacus</i>	<i>40 minutes/ 1 period</i>
Lesson 2 <i>Rome Stations Activity</i>	<i>1 hour/ 1.5 periods</i>
Lesson 3 <i>Socrates Mock Trial</i>	<i>3.5 hours/ 4 periods</i>

Teacher Notes: Identification of the rise and fall of the Roman Empire will be analyzed throughout the unit.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

myWorld – Textbook

Mr. Donn's Ancient History Page

Social Studies Website

Kidspast.com

Socialstudiesforkids.com

United Streaming Video Service



Lesson Plan 1 Template

Content Area: Social Studies/Ancient World Lesson Title: Spartacus Time Frame: 40 minutes /1 period

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology:

Laptop with Projector
 m.socrative.com
 Microsoft PowerPoint/Google Slides
 Microsoft Word/Google Docs

Equipment Needed:

Laptop
 Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will recognize the importance of the slave riot of Spartacus - Reflect on the importance of slavery and its effect on the Roman Empire	Lesson Sequence - Students will read the story Spartacus together. - While reading, students will take notes and answer guided questions about Spartacus and the revolt occurring. - Reflection Question/Exit Ticket: "How do you think the slave revolt influenced slaves and attitudes towards them in the future?"	m.socrative.com: website Teacher assessment of student response
Differentiation: This activity allows students to visually analyze and read text out loud together. This will allow students of all learning types to review the story of Spartacus. Images, text and video will be used throughout the lesson as well. In addition msocrative.com will be used to allow students to personally answer the teacher. Scholars will also have a model and sentence starters to help answer the questions.		
Resources Provided: - m.socrative.com - myWorld Textbook - Ancient Myths Document		



- SS Website (OnCourse)

Lesson Plan 2 Template

Content Area:	Social Studies/Ancient World	Lesson Title:	Ancient Rome Stations	Time Frame:	1 hour/ 1.5 periods
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Lesson Components

21st Century Themes

✕ Global Awareness ✕ Financial, Economic, Business and Entrepreneurial Literacy
 ✕ Civic Literacy ☐ Health Literacy

21st Century Skills

✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ Information Literacy
 ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology:

SS Designed Website
 Audio Clip Sound Section

Equipment Needed:

Laptop/Computer with headphones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Students will analyze various aspects of Roman daily life by completing a stations activity	Lesson Sequence - Students will have 5 to 7 minutes per station to answer questions. These questions will analyze the life of a Roman. - The documents, visuals, and the stations include a day in the life, Roman numerals, aqueducts, and the Colosseum. - This activity will take the whole class period. The remaining time the teacher and students will discuss the station activity.	- Review Reflection Questions - Grade on questions
Differentiation: The lesson will be differentiated by the use of many different materials throughout lessons. Images, sound clips, video clips, and reading will be used in the various stations. In addition, students will have guided questions that will be encouraged to work together cooperatively with their groups to answer questions. Scholars will also have a model and sentence starters to help answer the questions.		
Resources Provided: SS Website		



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- Rome Stations Worksheet
- Rome Stations Descriptions
- *myWorld* Textbook
- Sound Clips
- Video Clips



Lesson Plan 3 Template					
Content Area:	Social Studies/ Ancient World	Lesson Title:	Roman Leader Resume	Time Frame:	3.5 hours/ 4 periods
Lesson Components					
<u>21st Century Themes</u>					
x Global Awareness x Financial, Economic, Business and Entrepreneurial Literacy x Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration x Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections:					
Communication Arts: Writing a resume/Creative Writing					
Integration of Technology:					
Microsoft Powerpoint/Google Slides Microsoft Word/Google Docs					
Equipment Needed:					
Laptop Projector					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Research a Roman leader • Create résumé template for their leader • Design their own Roman shields	Lesson Sequence 1. Day 1: Students will download the project folder from the class. Teacher will review each of the sets of documents with the students. The teacher will spend the majority of the time reviewing the assignment and the rubric with the students. 2. Day 2: Students will then read “Leader Information” documents and take notes while the person is reading. Any other information will go into the resume template. 3. Day 3: Students will continue to research their leader. They will be allowed to use pre-approved websites selected by the	• Students will be monitored throughout the week and graded accordingly • Students will be assessed on the quality of work, creativity, and information delivered



teacher. All information will be in the template.

4. Day 4: Students should be finishing their projects. Prior to submitting the project, students will be given a checklist to ensure they have completed all aspects of the project. Once complete, the teacher will help the students “Age” the documents with coffee. If time remains students will be able to design a shield.

Differentiation:

The lesson will be differentiated by the use of many different materials for the lesson. The students’ materials will be picked for students prior to the lesson starts. Students will find it necessary and will be able to utilize the computer to have the materials read to them. In addition, the students will be able to utilize other class examples to help them create their own. Scholars will also have sentence starters to help answer the questions.

Resources Provided:

- PowerPoint/Google Slides Template
- *myWorld* Textbook
- SS Website
- Web materials



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area:	Social Studies/Ancient World	Grade Level:	6th Grade	Unit Title:	Classic Civilizations/ Ancient Rome
Created:	Alison Reynders				
	Board Approved on:				



Unit Overview Template

Content Area:	Social Studies: <i>Ancient World</i>	Grade Level: 6th Grade	Unit Title: Byzantine Empire/Medieval Europe
Unit Summary: Over the years, the Byzantine Empire has provided the definition of the empire for years to come. Throughout the challenges and triumphs over hundreds of years, the empire highlighted the various ways in which religion and government participated in the success of the expansion of the empire. In this unit, scholars will also expand their knowledge on the social class system and the importance to society. Many people united under the Roman empire Christianity spread throughout the empire and changed the life of all members of Medieval Europe.			
Primary Interdisciplinary Connections: Communication Arts			
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy ✕ Information Literacy ☐ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy			
Unit Rationale:	This unit highlights the various ways in which religion and government participated in the success of the expansion of the Byzantine empire. In this unit, scholars will also expand their knowledge on the social class system and the importance to society. In addition, the unit is meant to provide a base for the six grade classroom to grow into higher learners to foster a mega cognitive growth and connect with the students at an intellectual level. The scholars will use their knowledge from all past units to connect the successes and downfalls of this empire to the others previously taught throughout the school year.		

Learning Targets

Standards:	NJ Student Learning Standards: Social Studies- HIS.6.2.8 NJ Student Learning Standards: Technology- 9.4.8 NJ Student Learning Standards: Language Arts- LA.6.RH/LA.6.WHST
Content Statements:	<i>Social Studies:</i> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. <i>Technology:</i> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. <i>Language Arts:</i> Reading Literature Text for key ideas and details, craft and structure, and integration of knowledge and ideas.
CPI#:	Cumulative Progress Indicator (CPI):
New Jersey Learning Standards: Social Studies	
6.2.8.GeoH P.4.c	Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.



6.2.8.GeoH E.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.GeoS V.4.a	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.HistoryCC.4.c	Assess the demographic, economic, and religious impact of the plague on Europe. •
6.2.8.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.HistoryCC.4.e	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
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.
<i>New Jersey Learning Standards: Technology/SEL</i>	
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.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.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
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.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
<i>New Jersey Learning Standards: Language Arts</i>	
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.



RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.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.
W.IW.6.2.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 aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7	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.



SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Essential Questions:

- How did life change after the fall of Rome?
- How did power and social class impact life in medieval Europe?
- What was feudal society like in the Middle Ages?
- How did religion affect Europe's political and social life during the later Middle Ages?
- How did the Black Death spark social, political, and economic change throughout Europe?
- What political and economic changes led to the Renaissance?
- How did global contact create social and cultural change during the Renaissance?
- How did the Scientific Revolution impact the modern world?
- What historical figures played important roles in changing the balance of powers?
- What role did religion play in societal and cultural changes?

Unit Enduring Understandings:

- Major events also have causes and effects
- The location of city states affected the the economic growth and decline overall
- The social classes truly define the life of all people during the Byzantine Empire

Unit Learning Targets:

Students will....

- Compare and Contrast the Black Plague of the Middle Ages to the current COVID-19 Pandemic
- Compare and contrast the different traditions, culture, and laws followed by the Eastern Orthodox Church and the Roman Catholic Church
- Conclude how the fall of the Byzantine Empire was similar to the fall of the Roman Empire.
- Describe how the Medieval manor operated
- Identify who Justinian was his goals for the eastern half of the Empire.



Evidence of Learning

Summative Assessment: 3 hours/ 4 class periods

Equipment Needed: Laptops / Projector

Teacher Resources: myWorld Textbook; Laptop; Projector

Formative Assessments:

- Chapter End of Unit Quiz
- Plague DBQ
- Geography Impacts History Essay
- Design a Manor
- Debates and Discussions



Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Design Your Own Coat of Arms</i>	<i>40 minutes/ 1 period</i>
Lesson 2 <i>The Crusades Stations Activity</i>	<i>1 hour 20 minutes/ 2 periods</i>
Lesson 3 <i>Differences in Middle Ages Life Activity</i>	<i>1 hour/ 1.5 periods</i>

Teacher Notes: Highlight the different ways religion and the government played various roles in the Byzantine Empire.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

myWorld – Textbook

Mr. Donn's Ancient History Page

Social Studies Website

Kidspast.com

Socialstudiesforkids.com

United Streaming Video Service



Lesson Plan 1 Template					
Content Area:	Social Studies/Ancient World	Lesson Title:	Design Your OWN Coat of Arms	Time Frame:	40 minutes / 1 period
Lesson Components					
<u>21st Century Themes</u>					
x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy x Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy ☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Communication Arts					
Integration of Technology: Video Clip Internet for research					
Equipment Needed: Laptop Projector					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the importance of the each symbol used during the Middle Ages - Compare symbols from the past with symbols from the present - Create their own families coat of arms with symbols that represent their own families	Lesson Sequence - Do Now: What is your family motto? - Students will then watch a video clip about the family coat of arms and crests. - Teachers and students will then analyze the variety of symbols used during the Middle Ages. - Students will create their own coat of arms and then write a paragraph. - Exit Ticket: How does a coat of arms impact the dynamic of the family?	- Writing assignment - Do Now: What is your family motto? - Exit Ticket: How does a coat of arms impact the dynamic of the family?
Differentiation: The lesson will be differentiated by the amount of choices given to the scholars. The students' materials and website will be picked for students prior to the lesson starts. In addition, the students will be able to utilize other class examples to help them create their own. Scholars will also have a model and sentence starters to complete the mini narrative.		
Resources Provided:		



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- Family Coat of Arms Worksheet
- myWorld Textbook
- Video Clip
- Markers, Crayons, Colored Pencils
- Family Coat of Arms Narrative Worksheet



Lesson Plan 2 Template					
Content Area:	Social Studies/Ancient World	Lesson Title:	The Crusades Stations Activity	Time Frame:	1 hour 20 minutes /2 period
Lesson Components					
<u>21st Century Themes</u>					
x Global Awareness x Financial, Economic, Business and Entrepreneurial Literacy x Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy x Life and Career Skills x Communication and Collaboration x Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Communication Arts					
Integration of Technology: SS Designed Website Google Slides Google Doc					
Equipment Needed: Laptop/Computer					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze various aspects of Roman daily life by completing a stations activity	Lesson Sequence - Students will have 5 to 7 minutes per station to answer questions. These questions will analyze the life of a Crusader. - The documents, visuals, the stations include day in the life, Life in Jerusalem, the Crusades, the impact, etc. - This activity will take the whole class period. The remaining time the teacher and students will discuss the station activity.	- Review Reflection Questions - Grade on questions
Differentiation: The lesson will be differentiated by the use of many different materials throughout lessons. Images, sound clips, video clips, and reading will be used in the various stations. In addition, students will have guided questions that will be encouraged to work together cooperatively with their groups to answer questions. Scholars will also have a model and sentence starters to help answer the questions.		
Resources Provided:		



SPRINGFIELD PUBLIC SCHOOLS
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- SS Website
- Crusade Stations Worksheet
- Crusade Stations Descriptions
- *myWorld* Textbook
- Sound Clips
- Video Clips



Lesson Plan 3 Template					
Content Area:	Social Studies/Ancient World	Lesson Title:	Differences in Middle Ages Life Activity	Time Frame:	1 hour/ 1.5 periods
Lesson Components					
<u>21st Century Themes</u>					
x Global Awareness x Financial, Economic, Business and Entrepreneurial Literacy x Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
x Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy x Life and Career Skills x Communication and Collaboration x Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Communication Arts					
Integration of Technology: SS Designed Website Google Doc/T Chart					
Equipment Needed: Laptop/Computer					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast the life in the Middle Ages to life now • Compare/contrast the 5 Senses, Calendar (Days/Weeks/Year), Transportation, and Health	Lesson Sequence • Do Now: Which of the 5 senses is the most important? Why? • The teacher will place students in groups based on academic ability. • Teachers and students will then analyze each element of Life during the Middle Ages (The 5 Senses, Calendar (Days/Weeks/Year), Transportation, and Health). • The students will collaborate with their group mates to fill in the Google Doc T Chart. • The teacher and students will review their findings to the class.	• Students will be graded based on the analyzing of the content and comparing/contrasting the factors of Life in the Middle Ages to today. Students will need to use information from the text to support their statements. • Do Now: Which of the 5 senses is the most important? Why? • Exit Ticket: Between the areas of health and transportation, which element is the MOST different to you? Why?



- | | | |
|--|---|--|
| | <ul style="list-style-type: none">Exit Ticket: Between the areas of health and transportation, which element is the MOST different to you? Why? | |
|--|---|--|

Differentiation:

The lesson will be differentiated by the use of many different materials throughout lessons. Students will have guided questions that will be encouraged to work together cooperatively with their groups to answer questions. Scholars will also have a model and sentence starters to help answer the questions.

Resources Provided:

- SS Website
- T-Chart/Flow Chart compare/contrast Worksheet (Google Doc)
- PDF Reading
- myWorld Textbook



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills		x	
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		x	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area:	Social Studies/Ancient World	Grade Level:	6th	Unit Title:	Byzantine Empire/ Medieval Europe
Created:	Alison Reynders				
			Board Approved on:		



IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule
Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples



GENERAL ACCOMMODATIONS AND MODIFICATIONS:

- Use of alternative books or materials on the topic being studied
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Have parent sign behavior chart
- Set and post class rules
- Chart progress and maintain data

ACCOMMODATIONS AND MODIFICATION FOR ESL STUDENTS

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings) Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense



Use visuals/pictures throughout lesson/unit/assignment
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension