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Created By: Social Studies Curriculum Team

Social Studies: Curriculum 6th Grade

Content Area: Social Studies

<p><u>Unit I:</u> Geography Skills & Beginning of Civilization <u>Unit II:</u> Ancient Egypt & Early Africa Financial Literacy Lessons 1-3</p>	<p>Chapters 2-4 16</p>	<p>Marking Period 1 45 days Sept. 2025 - Nov. 2025</p>
<p><u>Unit III:</u> India & China <u>Unit IV:</u> Ancient Greece & Rome Financial Literacy Lessons 4-6</p>	<p>Chapters 6-9 10-13 16</p>	<p>Marking Period 2 45 days Nov. 2025 - Jan. 2026</p>
<p><u>Unit V:</u> Middle Ages & The Renaissance <u>Unit VI:</u> The Major Religions: Christianity-Judaism-Islam Financial Literacy Lessons 7-9</p>	<p>Chapters 21-24 5-13-15</p>	<p>Marking Period 3 45 days Jan. 2026 - Mar. 2026</p>
<p><u>Unit VI:</u> The Americas Aztec-Inca-Mayans Financial Literacy Lessons 10-11</p>	<p>Chapters 19-20</p>	<p>Marking Period 4 45 days Mar. 2026 - Jun. 2026</p>

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Marking Period One

Unit I: Geography Skills & Beginning of Civilization
Unit II: Ancient Egypt & Early Africa
Financial Literacy Lessons 1-3

Unit I Summary: Geography Skills & Beginning of Civilization

Students will examine the five themes of geography and how they helped shape the historical understanding of diverse cultures. Students will understand how the diverse physical features, resources & agriculture have helped to form the basis of civilization.

Focus Standards

Era 1. The Beginnings of Human Society

- 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.

- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).

Supplemental Standards

- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Unit II Summary: Ancient Egypt

Students will be able to explain the value of river valleys to ancient civilizations and how Ancient Egypt was divided (geographically and chronologically) and its impact on how Ancient Egypt was ruled.

Cite the importance of the Egyptian afterlife, burial practices and their tombs.

Cite the importance of antiquities and the Rosetta Stone in the study of Egypt & describe daily life in Ancient Egypt and the influence on their economic system.

Provide evidence on how & why the 3,000 years of Pharaoh rule came to an end.

<http://harnett.nc.schoolwebpages.com/education/components/scrapbook/default.php?sectiondetailid=72559&>

<http://www.socialstudiescms.com/#!ancient-egypt/cwg0>

Interdisciplinary Standards

Language Arts

- L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- 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. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Computer Science & Design Thinking

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

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

Evidence of Student Learning

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles

Benchmark Assessments

- Beginning of Year Assessment
- Unit I Assessment

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece

Alternate Assessments

- Teacher-created project-based assessment
- Alternate Running Records
- Discussion Circles
- Turn and Talks

Knowledge and Skills

Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <ul style="list-style-type: none"> ● Understand that physical features and human characteristics may influence the emergence, expansion, and decline of civilizations, societies, and regions. ● Show how characteristics of a place contribute to the order and stability of a society. ● Utilize maps, charts, graphs, geographic data, and the available tools to organize information around the five themes of geography. ● Identify the human characteristics and physical features of a place. ● How does the development of technology affect the development of a society? ● What are the consequences of technology? ● Why do people migrate? 	<p><i>Students will be able to....</i> Objectives</p> <ul style="list-style-type: none"> ● Understand that technological advancements impact all aspects of the development of a society. ● Throughout history humans have developed technology and skills to help them survive. ● Demonstrate by writing, speaking about how People may move as individuals or as a group and absorb or pass on ideas. ● Articulate orally or in writing how Slaves are usually moved against their will by citing textual or visual evidence. ● People move for economic, political, or religious reasons. ● The social organization of early hunters/gatherers and those who lived in early agrarian societies ● Aspects of the Paleolithic Age ● Aspects of the Neolithic Age ● The location of the East Africa region ● The various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas ● The impact of migration on the lives of the migratory hunters/gathers and on the shaping of societies ● Relate the agricultural revolution to population growth and the subsequent development of civilizations. ● Explain how archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records. ● Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

Instructional Plan	
Suggested Activities/Routines	Resources
<p>See the full list of modifications, accommodations heterogenous & homogenous groupings and alternate activities you could implement at the end of this document.</p>	<p><u>Reading:</u> Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.connected.mcgraw-hill.com</p>
SUGGESTED OPTIONS FOR DIFFERENTIATION	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing ● Miming and roleplaying ● Use of realia and manipulatives ● Simplified language/teacher talk/thinking aloud ● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none"> ● Personal word wall/word rings ● Introducing vocabulary before lesson ● Total physical response (TPR) activities (cluck, swish, etc.) ● Cloze activities ● Teacher modeling ● Pattern sentences (speak and/or writing) 	

- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group

- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Marking Period Two

Unit III: India & China
Unit IV: Ancient Greece & Rome
Financial Literacy Lessons 4-6

Standards / Learning Targets

Unit III Summary: China & India

China was divided after the fall of the Han dynasty in 220 C.E. It later reunited and experienced a golden age under two strong dynasties, the Tang and the Song. During this golden age there was political unity, a civil service based government, increased trade, and a flourishing of the arts. When these dynasties weakened invaders called the Mongols, under the rule of Genghis Khan, began the conquest of China in 1215. It wasn't until 1368 when Zhu Yuan Zhang led a rebellion against the Mongols, that Chinese control was restored. In this Unit you will analyze the social, economic, political, & cultural aspects of China & India that are addressed in the standards below.

Standards / Learning Targets

Unit IV Summary: Ancient Greece & Rome

Students will understand how the diverse physical features, resources & cultures have shaped the nations of Greece & Rome. Students will also examine the history and cultures of these classical societies and how they affect present day governments, economics & society in America & the world.

Focus Standards - Major Standards

Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

Supplemental Standards

- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Computer Science & Design Thinking

- 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
- 8.1.8.AP.5: Create procedures with parameters to organize code and make it easier to reuse.

Career Readiness, Life Literacies, & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Evidence of Student Learning

Formative Assessments

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- Running Records
- Literature Circles

Benchmark Assessments

- Beginning of Year Assessment
- Unit II Assessment

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece

Alternate Assessments

- Teacher-created project-based assessment
- Alternate Running Records
- Discussion Circles
- Turn and Talks

Knowledge and Skills China & India

Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <ul style="list-style-type: none"> ● How did physical geography affect the development and growth of this society and other societies around the world? ● How did this society’s belief system affect its historical accomplishments? ● What were the beliefs and values of people in this society? ● What types of governments were formed in this society and how did they develop? ● How did this society develop and organize its economic activities? <ul style="list-style-type: none"> ● How did Medieval Chinese dynasties restore culture and prosperity to China? ● How did social patterns reflect Confucian traditions? ● Describe how the Mongols created a world empire. ● How did Ming rulers contribute to China’s legacy? ● How did foreign contact and policies affect medieval China? 	<p><i>Students will be able to....</i> Objectives</p> <ul style="list-style-type: none"> ● Analyze the relationship between growth in trade and government and their effects on culture ● Explain how the achievements of this culture led to its change. ● Describe the lasting effects of this culture on the modern world. ● Conclude how geography influenced the development of the political, economic, and cultural centers of China, as well as the empires’ relationships with other parts of the world. ● Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty. ● Explain how the geographies of China and Japan influenced their development and their relationship with one another.
Knowledge and Skills Ancient Greece & Rome	
Content	Skills
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● describe the geography and climate 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● explain the importance of Rome’s location

<ul style="list-style-type: none"> • explain the characteristics of the earliest inhabitants • explain how Greek land and resources affected their economy • explain what factors led to the decline and fall of Greek civilization • describe the important elements of a Greek city-state <ul style="list-style-type: none"> • describe the characteristics of Greek democracy <ul style="list-style-type: none"> • explain the significance of the Persian Wars • explain the significance of Socrates and his students • describe the purpose of the Ancient Greek Olympics • describe the scientific contributions of the Ancient Greeks 	<ul style="list-style-type: none"> • describe the early settlers of Rome • explain the structure of the Roman Republic <ul style="list-style-type: none"> • describe everyday life in ancient Rome • describe the foundations of Roman law • explain the significance of the Punic Wars • explain why Julius Caesar was popular with the people and yet assassinated <ul style="list-style-type: none"> • explain the importance of the Roman army • describe the achievements of the Pax Romana <ul style="list-style-type: none"> • describe trade in the Roman Empire • explain the factors that led to the decline and fall of Rome
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Think-Pair-Share by readiness, interest, learning profile Use of collaboration, independence, and cooperation Open-ended activities Mini-workshops to reteach or extend skills Jigsaw See the full list of modifications, accommodations heterogenous & homogenous groupings and alternate activities you could implement at the end of this document.</p>	<p>Reading: Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher World History Textbook www.connected.mcgraw-hill.com</p>
SUGGESTED OPTIONS FOR DIFFERENTIATION	
<p>English Language Learners</p> <ul style="list-style-type: none"> • Visuals • Gesturing 	

- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words

- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books

- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes: Suggested Options for Differentiation are located at the end of the curriculum and apply to all Units of study.

Marking Period Three

Unit IV: The Middle Ages & The Renaissance
Unit V: The Major Religions: Christianity-Judaism-Islam
Financial Literacy Lessons 7-9

Unit IV Summary The Middle Ages & The Renaissance

During the Middle Ages, Europeans lived in an ordered society of monarchs, nobles and peasants. As trades and cities grew, the number of merchants and laborers rose. The middle ages were a time of struggle and conflict. It was also a period when the Catholic Church influenced almost every aspect of people's lives. The Renaissance was the "rebirth" of the Greco-Roman Tradition displayed in the periods art, architecture & literature & serves as the end of "dark ages" or middle ages with the age of exploration, religious upheaval, & the Age of Enlightenment & Reason.

Unit V: The Major Religions: Christianity-Judaism-Islam

Religions have shaped the course of history since the dawn of man. Christianity is one of the world's major religions that played a large role in the shaping of societies and events during its early years, and it continues to influence people around the globe. Islamic civilization extended across Southwest Asia, North Africa and parts of Europe. It later spread into India and Southeast Asia. Over time, Islamic rule was challenged by rivalries within Islam and by invasions of outside groups. A series of Islamic empires ruled until the early 1900s.

Focus Standards - Major Standards

Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)

- 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- 6.2.8.HistoryCC.4.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.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Supplemental Standards

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoPP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

Computer Science & Design Thinking

NJ Technology Standards

- 8.1-8.2 Use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

- 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Career Readiness, Life Literacies, & Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Evidence of Student Learning

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles

Benchmark Assessments

- Beginning of Year Assessment
- Unit III Assessment

Summative Assessments

Alternate Assessments

- Teacher-created project-based assessment
- Alternate Running Records
- Discussion Circles
- Turn and Talks

<ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece 	
Knowledge and Skills The Middle Ages & The Renaissance	
Content	Skills
<p style="text-align: center;">Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify important cities, regions, and landforms in Medieval Europe. ● Explain the similarities and differences between Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. ● Give examples of the causes and effects of the Crusades. ● Analyze the role of Catholic Church leaders used to unify and centrally govern expanding territories with diverse populations. ● Assess the demographic, economic, and religious impact of the plague on Europe. ● Analyze the role of religion and economics in shaping medieval Europe's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. ● Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. 	<p style="text-align: center;">Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How did invasions affect the peoples of Western Europe? <ul style="list-style-type: none"> ● How did feudalism shape society? ● What was life like in medieval towns and how did it change over time? <ul style="list-style-type: none"> ● How did physical geography affect the development and growth of this society and other societies around the world? ● How did this society's belief system affect its historical accomplishments? ● What were the beliefs and values of people in this society? ● What types of governments were formed in this society and how did they develop? <ul style="list-style-type: none"> ● How did this society develop and organize its economic activities?
Knowledge and Skills The Religions of Christianity, Judaism & Islam	

Content	Skills
<p><i>Students will know...</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> ● How did Christianity change over time? ● How did early Christians organize their church and explain their beliefs? ● What issues divided the western and eastern Christian churches? <ul style="list-style-type: none"> ● How did Christianity spread across Europe? ● How do new ideas change the way people live? <ul style="list-style-type: none"> ● How do religions develop? ● How did physical geography influence the Arab way of life? <ul style="list-style-type: none"> ● How does religion shape society? ● How did the Arabs spread Islam and create an empire? <ul style="list-style-type: none"> ● How did people live and trade in the Islamic world? <ul style="list-style-type: none"> ● How do ideas change the way people live? ● What were Muslim contributions in mathematics, science, and the arts? 	<p><i>Students will be able to....</i></p> <p>Objectives</p> <ul style="list-style-type: none"> ● Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. <ul style="list-style-type: none"> ● Analyze how religion both unified and divided people. ● 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. ● 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. <ul style="list-style-type: none"> ● ● Discuss how a new religion called Islam, founded by a prophet Muhammad, spread throughout Arabia in the 600s. <ul style="list-style-type: none"> ● Examine how the Qur’an guides Muslims’ lives. ● Analyze how the Sunnah tells Muslims of important duties expected of them. ● Outline how Islamic law is based on the Qur’an and the Sunnah. ● Discuss how Muslim armies conquered many lands into which Islam slowly spread. <ul style="list-style-type: none"> ● Breakdown how trade helped Islam spread into new areas. ● Distinguish how three Muslim empires controlled much of Europe, Asia, and Africa from the 1400s to the 1800s. ● Explain how Muslim scholars made lasting contributions to the fields of science and philosophy.

	<ul style="list-style-type: none"> Analyze how in literature and the arts, Muslim achievements included beautiful poetry, memorable short stories, and splendid architecture.
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Think-Pair-Share by readiness, interest, learning profile Use of collaboration, independence, and cooperation Open-ended activities Mini-workshops to reteach or extend skills Jigsaw</p> <p>See the full list of modifications, accommodations heterogenous & homogenous groupings and alternate activities you could implement at the end of this document.</p>	<p>Reading: Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.connected.mcgraw-hill.com</p>
Suggested Options for Differentiation	
<p>Teacher Notes: Suggested Options for Differentiation are located at the end of the curriculum and apply to all Units of study.</p>	

Marking Period Four
Unit IV: The Americas Aztec-Inca-Mayans Financial Literacy Lessons 10-11

Unit IV Summary: The Americas Aztec-Inca-Mayans

This unit will explore the civilizations that existed in the Americas before the arrival of the Europeans. Students will investigate the geography of Central and South America and its relationships to the empires of the Incas, Aztecs, and Mayans. Students will identify important aspects of the Incan government, daily life, lasting achievements, and how they managed their extensive empire. Next, students will collect information about the Mayan culture, focusing on their religion, agricultural achievements, and eventual decline. Finally, students will explore the founding of the Aztec empire, including their adaptation to their local geography. Lastly, students will investigate Aztec religion, learning, and social hierarchy. Students will appraise the Spanish conquistador's invasion of the Aztec empire.

Focus Standards

Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoPP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

Supplemental Standards

- 6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.EconGE.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.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- 6.2.8.HistoryCC.4.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.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Interdisciplinary Standards

- RL.6.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Computer Science & Design Thinking

NJ Technology Standards

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- 8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information
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- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
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Evidence of Student Learning

Formative Assessments

- Open Ended Questions
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- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips

Alternate Assessments

- Teacher-created project-based assessment
- Alternate Running Records
- Discussion Circles
- Turn and Talks

<ul style="list-style-type: none"> ● Kinesthetic Assessments ● Running Records ● Literature Circles <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Beginning of Year Assessment ● Unit IV Assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece 	
Knowledge and Skills	
Content Skills	
<p style="text-align: center;">Unit Essential Questions</p> <ul style="list-style-type: none"> ● How did the Incas change their environment? ● How did the Olmecs influence future civilizations? ● What were some of the major accomplishments of the Maya? ● What groups made up the different classes in Maya society? ● What factors may have caused the end of Maya civilization? <ul style="list-style-type: none"> ● How did the Aztecs change their environment? <ul style="list-style-type: none"> ● How did the Aztecs rise to power? ● How their religious practices did influences Aztec warfare? <ul style="list-style-type: none"> ● How did the Inca change their environment? <ul style="list-style-type: none"> ● How did the Incas unify their empire? ● How did daily life differ for upper- and lower-class Incas? 	<p style="text-align: center;">Unit Objectives</p> <p style="text-align: center;"><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify the locations of the Aztec, Mayan, and Incan empires. ● Explain how the locations, landforms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies. <ul style="list-style-type: none"> ● Illustrate the role of religion and economics in shaping each empire’s social hierarchy. ● Compare and contrast the major technological innovations and cultural contributions of the civilizations of this period. ● Hypothesize why the Mayans and Incas abandoned their cities.

<ul style="list-style-type: none"> • What events ended the Inca Empire? 	<ul style="list-style-type: none"> • Justify which major technological innovations and cultural contributions represent enduring legacies <p style="text-align: center;">Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Physical geography affected the development and growth of this society and other societies around the world? <ul style="list-style-type: none"> • How society’s belief system affects its historical accomplishments? • The beliefs and values of the people in these societies? • The types of governments that were formed in these societies and how they developed? • These societies developed and organized their economic activities?
Instructional Plan	
Suggested Activities/Routines Resources	
<p style="text-align: center;">Let’s Make a Deal projects Computer mentors Think-Pair-Share by readiness, interest, and learning profiles.</p> <p style="text-align: center;">Use of collaboration, independence, and cooperation Open-ended activities Mini-workshops to reteach or extend skills.</p> <p>See the full list of modifications, accommodations heterogenous & homogenous groupings and alternate activities you could implement at the end of this document.</p>	<p><u>Reading:</u> Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.connected.mcgraw-hill.com</p>

SUGGESTED OPTIONS FOR DIFFERENTIATION	
<p>English Language Learners</p> <ul style="list-style-type: none">● Visuals● Gesturing● Miming and roleplaying● Use of realia and manipulatives● Simplified language/teacher talk/thinking aloud● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none">● Personal word wall/word rings● Introducing vocabulary before lesson● Total physical response (TPR) activities (cluck, swish, etc.)● Cloze activities	

- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write

- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.

- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!

- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Modifications (ELLs, Special Education, Gifted and Talented)

Low and High Prep Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and

assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the students.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep. Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objectives are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

Independent studies	Students choose a topic of interest that they are curious and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about the different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine the level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	

	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Readers' Workshop (Writers' Workshop is a parallel strategy)	<p>The Readers' Workshop approach involves students in three types of activities:</p> <ul style="list-style-type: none"> • Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy. • Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading. • Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.
Stations/ Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tape recorded materials at different levels	Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal.</p> <p>To design a tic-tac-toe board:</p> <ul style="list-style-type: none"> - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels <p>- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>
Choice Boards	Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

**Varying scaffolding on same organizer~Let's Make a Deal projects~Computer mentors
Think-Pair-Share by readiness, interest, learning profile~Use of collaboration, independence, and cooperation
Open-ended activities~Mini-workshops to reteach or extend skills**

Jigsaw~Negotiated Criteria~Explorations by interests
Games to practice mastery of information~Multiple levels of questions

ENDNOTES: The Six Grade ELA/Social Studies Teachers are tasked with incorporating the new Financial Literacy Requirements this year while also working their way through the 6th grade NJCCC standards for Social Studies. The following are some suggestions and thoughts as you prepare for your lessons for the new year.

1. I have broken down the Financial Literacy Requirements into 11 lessons based upon the NJDOE curriculum frameworks. The fourth marking period has only two lessons compared to three for the previous marking periods with only one Unit of Content as to allow time to compensate for testing, spring break and the anticipated routine of having a busy end of the year. Hopefully you can cover all the lessons as I have also combined a few Units as per our conversations about the scope and sequence of which content you dedicated the most time towards.

2. I would suggest you could cover a particular Unit of Study by completing an RST that covers the content requirements, while also satisfying the ELA requirements. This way you can gauge your pace to ensure you cover the requirements listed in this curriculum.
3. Financial Literacy Outside the BOX: Working on having the Financial Advisors who solicit our staff to present information, at a time to be determined, that are mutually beneficial to our staff while addressing the Financial Literacy Standards from experts in the field.
4. Think about a Stock Market Game: You could give kids a specific amount of money and have them research stocks to invest. Students could track their investments with winners from each class and grade receiving a prize for quarterly results and a grand prize at the conclusion of the school year.
5. Finally you may find new ways to address these financial literacy standards through the formation of your lessons as you discuss and teach the various economic concepts of various historical cultures. It's up to you to decide when and where you will incorporate the

lessons, but make sure you do as QSAC will be looming to ensure the 6th grade is compliant with this new endeavor/directive.

6. I will be creating a Financial Literacy Google Form shortly and will invite all to collaborate on its formation, revision and implementation.
7. Have a great year!