

Barrington  
School District

Haddon Heights  
School District

Lawnside  
School District

Merchantville  
School District



**Course Name: Social Studies**

**Grade 6: September 8, 2022**

\*All curriculum is aligned with the NJSLs in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

\*\*Resource and activity lists are compiled from all four districts and may not necessarily be reflected in each district or school.

\*All curriculum is aligned with the NJSLs in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

\*\*Resource and activity lists are compiled from all four districts and may not necessarily be reflected in each district or school.

## **Introduction**

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

## **Mission**

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

## **Vision**

An education in social studies fosters a population that:

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

## **Intent and Spirit of the Social Studies Standards**

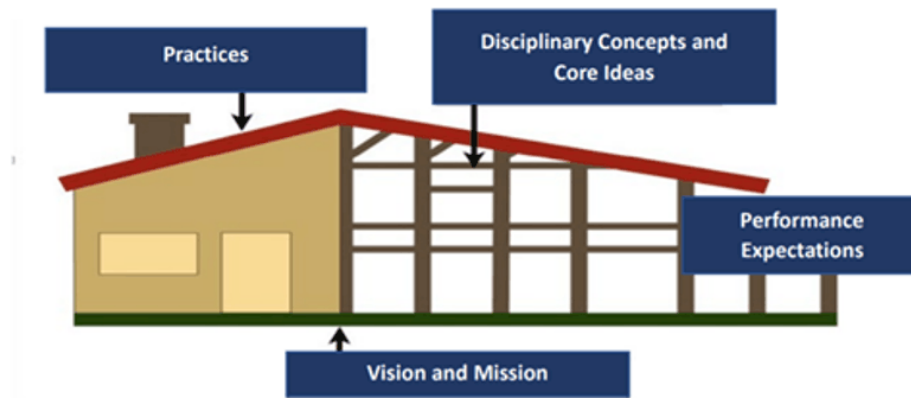
All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLSS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

## Revised Standards

### Framework for NJ Designed Standards

The design of this version of the NJSLSS-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.



- The *Vision and Mission* serve as the foundation for each content area's standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The *Performance Expectations* are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.
- The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The *Practices* are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students' learning of the disciplines.

The following changes can be found in the 2020 NJSLSS-SS:

- New grade bands: by the end of grade 2, 5, 8, and 12;
- Specific performance expectations that address the time periods in Standard 6.1 US History: America in the World – *known as Three Worlds Meet (Beginnings to 1620) and Colonization and Settlement (1585-1763)* – now appear in the grade band by the end of grade 5 (see About the NJSLSS-SS Eras table below); and
- Additional performance expectations in Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century (by the end of grade 8) to support current day civics

instruction.

## Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Resources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives

## Social Studies Curriculum - Grade 6

Discourse and Critiquing Conclusions	sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition- seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

### Standards in Action: Climate Change

At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21<sup>st</sup> Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

### Structure of the NJSLS-SS

The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the

## Social Studies Curriculum - Grade 6

World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.2 World History/Global Studies: 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. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The *core ideas* are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

## Coding of Performance Expectations

To promote a unified vision of the NJSLS-SS, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

Civics, Government, and Human Rights (Civics)	Geography, People and the Environment (Geo)
<ul style="list-style-type: none"><li>• Civic and Political Institutions (PI)</li><li>• Participation and Deliberation (PD)</li><li>• Democratic Principles (DP)</li><li>• Processes, Rules and Laws (PR)</li><li>• Human and Civil Rights (HR)</li></ul>	<ul style="list-style-type: none"><li>• Spatial Views of the World (SV)</li><li>• Human Population Patterns (PP)</li><li>• Human Environment Interaction (HE)</li><li>• Global Interconnections (GI)</li></ul>

<ul style="list-style-type: none"> <li>• Civic Mindedness (CM)</li> </ul>	
<b>Economics, Innovation and Technology (Econ)</b> <ul style="list-style-type: none"> <li>• Economic Ways of Thinking (ET)</li> <li>• Exchanges and Markets (EM)</li> <li>• National Economy (NE)</li> <li>• Global Economy (GE)</li> </ul>	<b>History, Culture, and Perspectives (History)</b> <ul style="list-style-type: none"> <li>• Continuity and Change (CC)</li> <li>• Understanding Perspectives (UP)</li> <li>• Historical Sourcing and Evidence (SE)</li> <li>• Claims and Argumentation (CA)</li> </ul>

### *The Role of Essential Questions*

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

#### **A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

#### **B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

#### **C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

#### **D. History, Culture, and Perspectives**

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?



## **New Jersey Administrative Code Summary and Statutes**

### **Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections**

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

### **Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

**The structure and implementation of the Social Studies Curriculum is designed in compliance with the following NJ laws.**

**Amistad Law: N.J.S.A. 18A 52:16A-88**

**Holocaust Law: N.J.S.A. 18A:35-28**

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**

**Laura Wooten Law: N.J.S.A. 18A:35-41**

**Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a**

**Asian American and Pacific Islanders: 18A:35-4.44**

<b>STANDARD: 6.1 U.S. History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
<b>Unit 1: The Beginnings of Human Society</b>  <i>Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.</i>		
<b>Performance Expectations</b>	<b>TRANSFER</b>	
★ <b>6.2.8.GeoPP.1.a:</b> Compare and contrast the social organization, natural resources, and land use of early hunter/gatherers and those who lived in early agrarian societies. ★ <b>6.2.8.GeoPP.1.b:</b> Use maps to examine the impact of the various migratory patterns of hunter/gatherers that moved from Africa to Eurasia, Australia, and the Americas. ★ <b>6.2.8.HistoryCC.1.a:</b> 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). ★ <b>6.2.8.HistoryCC.1.b:</b> Determine the impact of technological advancements on hunter/gatherer and agrarian societies. ★ <b>6.2.8.HistoryCC.1.c:</b> Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	<i>Students will be able to independently use their knowledge to...</i> <ul style="list-style-type: none"> <li>• Explain the evolution of humans from hominids to modern man.</li> <li>• Explain how the agricultural revolution changed society and made possible civilization to develop.</li> </ul>	
	<b>MEANING</b>	
	<u>Core Ideas</u> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>★ Relationships between humans and environments impact spatial patterns of settlements and movement.               <ul style="list-style-type: none"> <li>○ <i>Humans migrated across continents and populated most of the world.</i></li> </ul> </li> <li>★ Historical events and developments are shaped by social, political, cultural, technological, and economic factors.               <ul style="list-style-type: none"> <li>○ <i>The Agricultural revolution changed how humans interacted at a social, economic, and political level.</i></li> </ul> </li> <li>★ Chronological sequencing helps us</li> </ul>	<u>ESSENTIAL QUESTIONS</u> <ul style="list-style-type: none"> <li>★ How do social scientists interpret the past?</li> <li>★ What capabilities helped hominids survive?</li> <li>★ How did the development of agriculture change daily life in the Neolithic Age?</li> <li>★ How do people adapt to their environments?</li> </ul>

## Social Studies Curriculum - Grade 6

<p>★ <b>6.2.8.HistoryCC.1.d:</b> Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>★ <b>6.2.8.HistorySE.1.a:</b> Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p>understand the interrelationship of historical events.</p> <ul style="list-style-type: none"> <li>○ <i>Scientists divide early stages of humanity into the Paleolithic, Mesolithic, neolithic eras.</i></li> </ul> <p>★ Examining historical sources may answer questions but may also lead to more questions.</p> <ul style="list-style-type: none"> <li>○ <i>Humans developed communication/written language as societies expanded.</i></li> </ul>	
<b>Unit 1: Grade 6 - Lessons</b>		
<p><a href="#"><u>List of Sixth Grade Activities</u></a></p> <ol style="list-style-type: none"> <li>I. Create a visual timeline showing spatial distance between points.</li> <li>II. Family timeline BCE</li> <li>III. Simulate hunter-gatherer hunting with food cards.</li> <li>IV. Create a visual timeline of Mesolithic through Neolithic people</li> <li>V. Demonstrate rocks and early arrowheads as artifacts. Students can create a list of modern artifacts.</li> <li>VI. Research Prehistoric Theories             <ol style="list-style-type: none"> <li>A. Survival of the Fittest</li> <li>B. Primary vs. Secondary Needs</li> <li>C. Fight vs. Flight</li> <li>D. Simple vs. Complex</li> <li>E. Diffusion (spreading of ideas)</li> </ol> </li> <li>VII. Artifact From Home--Bring in 1 object from home &amp; write 3 possible uses for it (only 1 correct). Based on 5 W's &amp; 1 H (Who? What? Where? When? Why? How?) <b>*Nothing valuable, sharp, or delicate</b></li> <li>VIII. Archaeological dig (long jump pit or area of dirt)--bury objects &amp; have kids uncover them. Students must translate "secret" message on the artifact: (1) Measure; (2) Dig; (3) Uncover; (4) Record</li> <li>IX. Development of oral &amp; written language             <ol style="list-style-type: none"> <li>A. Charades (noun)</li> <li>B. Pictionary (verbs)</li> <li>C. Password (phrases)</li> </ol> </li> <li>X. "If Trash Could Talk" (analyze recycling at home)</li> </ol>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
Discussions with Peers in Small Groups/Pairs, Turn and talk		Teacher created tests

## Social Studies Curriculum - Grade 6

Practice/Homework Strategic, H.O.T. (Higher Order Thinking) Questioning Graphic Organizers Journal Entry/Double Journal Entry Sentence/Paragraph Summaries Anecdotal Notes Self Evaluation Rubrics Comprehension Quizzes, Assessments Vocabulary Assessments/Quizzes Teacher/Student Conferencing Open Ended Questions Oral Assessments Exit tickets	Individual/Group Presentations Unit projects End of the Unit Writing Project with a rubric End of Unit Test
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric:</b>  <u>Marzano Proficiency Scale</u></p> <p>4 - <b>Innovating:</b> Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - <b>Applying:</b> Students will be able to explain the impact of events on later events.</p> <p>2 - <b>Developing-</b> students will be able to explain chronological order of events.</p> <p>1 - <b>Beginning-</b> students will be able to identify historic events and explain their importance.</p>	<p><b>Suggested Performance Task:</b>  <u>Students with needs alternative assessments</u></p> <ul style="list-style-type: none"> <li>Students will create a tool time capsule. After reading the definition of tool and reading about how tools have helped archeologists understand ancient cultures, Students will decide on three tools that define our current culture best to future generations. Students will write a short description of each object and how it explains our society today.</li> </ul> <p><u>Gifted or advanced students alternative assessment</u></p> <ul style="list-style-type: none"> <li>Students will research a recent archaeological site or discovery and report on it to the class. Students will discuss what information the site has provided and the current condition. Students should also identify the threats to archeological sites in today's world. (eg, warfare, rising water levels, rapid urban development)</li> </ul>
District/School Texts	District/School Supplementary Resources
<p><b>Haddon Heights:</b> Horizons Social Studies: World History (Harcourt - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Barrington:</b> The World (Scott Foresman - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Lawnside:</b> Ancient Civilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Merchantville:</b> Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p>	<p>NewsELA  BrainPop  Scholastic News  History Channel  YouTube  Quizlet  Kahoot  Quizizz  Khan Academy  Readworks  <u>Smithsonian Tween Tribune</u>  <a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a></p>

## Social Studies Curriculum - Grade 6

			<a href="http://www.softschools.com/language_arts/reading_comprehension/social_studies/">Softschools.com</a> <a href="http://www.softschools.com/language_arts/reading_comprehension/social_studies/">http://www.softschools.com/language_arts/reading_comprehension/social_studies/</a> <a href="https://www.commonlit.org">Common Lit</a> <a href="https://www.commonlit.org">https://www.commonlit.org</a> <a href="http://www.historyforkids.org/">History for Kids General</a> <a href="http://www.historyforkids.org/">http://www.historyforkids.org/</a> <a href="http://www.discoveryeducation.com/">Discovery Education</a> <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a> <a href="https://www.flocabulary.com/subjects/social-studies/">Flocabulary</a> <a href="https://www.flocabulary.com/subjects/social-studies/">https://www.flocabulary.com/subjects/social-studies/</a> <a href="http://www.ushistory.org/us/">US History</a> <a href="http://www.ushistory.org/us/">http://www.ushistory.org/us/</a> <a href="https://www.youtube.com/user/crashcourse">Crash Course</a> <a href="https://www.youtube.com/user/crashcourse">https://www.youtube.com/user/crashcourse</a> <a href="https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA">Mr. Betts Class</a> <a href="https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA">https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA</a> <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtOLknOhIr8qA">Laughing Historically</a> <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtOLknOhIr8qA">https://www.youtube.com/channel/UC-0HhAL6vBLtOLknOhIr8qA</a> <a href="https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T">Disney The American Presidents</a> <a href="https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T">https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T</a>
<b>Interdisciplinary Connections</b>			
<b><u>ELA</u></b>	<b><u>Math</u></b>	<b><u>Science</u></b>	
RH.6-8.1	3.MD.D.8	K-2-ETS1-1	
RH.6-8.2	4.MD.A.2	K-2-ETS1-2	
RH.6-8.7	4.MD.B.3	1-LS1-1	
RH.6-8.9	5.NF.A.2	1-LS1-2	
RH.6-8.10	5.NF.B.6	1-ESS1-2	
WHST.6-8.2	5.NF.B.7.c	1-LS3-1	
WHST.6-8.2.a.	5.MD.B.2	1-ESS1-1	
WHST.6-8.2.b	6.RP.3	1-ESS1-2	
WHST.6-8.2.c	6.NS.C.5	2-PS1-1	
WHST.6-8.4	6.NS.C.7.b	2-PS1-2	
WHST.6-8.6	6.NS.C.8	2-LS2-1	
WHST.6-8.7	6.EE.C.9	2-LS2-2	
WHST.6-8.8	6.SP.A	2-LS4-1	
WHST.6-8.9	6.SP.B	2-ESS1-1	
		2-ESS2-2	
		2-ESS2-3	

**Social Studies Curriculum - Grade 6**

L.6-8.1 L.6-8.6 SL.6-8.1 SL.6-8.4 SL.6-6.5 SL.6-8.6		3-LS1-1 3-LS3-2 3-LS4-1 3-LS4-1 3-LS4-3 3-LS4-4 3-ESS2-1 3-ESS2-2 3-ESS3-1 3-5-ETS1-1 3-5-ETS1-2 3-5-ETS1-3 4-PS3-4 4-ESS1-1 4-ESS2-1 4-ESS2-2 4-ESS3-1 4-ESS3-2 5-PS1-4 5-LS1-1 5-ESS3-1 MS-ESS1-1
<p><b><u>21st Century Skills/Career Education</u></b></p> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.2.4.A.2 9.2.8.B.3 9.3.12.AG.2 9.3.12.AG-ANI.4	<p><b><u>Technology</u></b></p> 8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. <ul style="list-style-type: none"> <li>- Understand and use technology systems.</li> <li>- Select and use applications effectively and productively.</li> </ul> 8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior. <ul style="list-style-type: none"> <li>- Advocate and practice safe, legal, and responsible use of information and technology.</li> <li>- Demonstrate personal responsibility for lifelong learning.</li> <li>- Exhibit leadership for digital citizenship.</li> </ul> 8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. <ul style="list-style-type: none"> <li>- Plan strategies to guide inquiry.</li> </ul>	MS-ESS1-4 MS-ESS2-2 MS-ESS2-3 MS-ESS2-5 MS-ESS2-6 MS-ESS3-1 MS-ESS3-2 MS-ESS3-3 MS-ESS3-4 MS-LS2-4 MS-LS4-1

## Social Studies Curriculum - Grade 6

9.3.12.AG-NR.3 9.3.12.AR-VIS.1 9.3.12.ED.2 9.3.IT.1 9.3.IT.4 9.3.IT-WD.10 9.3.ST.2 9.3.ST-SM.4	<ul style="list-style-type: none"> <li>- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>- Process strategies to guide inquiry.</li> </ul>	
<b>Modifications and Accommodations</b>		
<b><u>Special Education Students</u></b> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system	<b><u>English Language Learners</u></b> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system TPR Total Physical Response	<b><u>Students at Risk of School Failure</u></b> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system
<b><u>Gifted and Talented</u></b> extension project leveled text leadership roles intentional grouping targeted learning from assessment DOK higher order questions Blooms - analyze, evaluate, create	<b><u>Students with 504 Plans</u></b> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals	

**Social Studies Curriculum - Grade 6**

	chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system	
<b>Unit Duration: Instructional Days</b>		
40 days		

<b>STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</b>		
<b>Unit 2: Early Civilizations and the emergence of Pastoral Peoples: Early River Valley Civilizations (4000-1000 BC)</b>  <i>Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.</i>		
<b>Performance Expectations</b>	<b>TRANSFER</b>	
★ <b>6.2.8.CivicsPI.2.a:</b> Explain how/why different early river valley civilizations developed similar forms of government and legal structures.  ★ <b>6.2.8.CivicsHR.2.a:</b> Determine the role of slavery in the economic and social structures of early river valley civilizations.  ★ <b>6.2.8.GeoSV.2.a:</b> Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations,	<i>Students will be able to independently use their knowledge to...</i> <ul style="list-style-type: none"> <li>• explain the purpose of laws.</li> <li>• Identify geographic regions beneficial for Agriculture.</li> <li>• Explain how humans alter the environment for our benefit and the consequences of altering the environment.</li> <li>• Explain how the rise of human population led to new ideas, technology, culture, and political systems.</li> </ul>	
	<b>MEANING</b>	
	<u>Core Ideas</u> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>★ Political and civil institutions impact all aspects of people's lives.                             <ul style="list-style-type: none"> <li>○ <i>The development of polytheistic religions explained natural</i></li> </ul> </li> </ul>	<u>ESSENTIAL QUESTIONS</u> <ul style="list-style-type: none"> <li>★ How did geographic challenges lead to the rise of city-states in Mesopotamia?</li> <li>★ What were the most important achievements of the Mesopotamian empires? How did geography</li> </ul>



<p>then and now.</p> <ul style="list-style-type: none"> <li>★ <b>6.2.8.GeoHE.2.a:</b> Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</li> <li>★ <b>6.2.8.EconGE.2.a:</b> Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</li> <li>★ <b>6.2.8.HistoryCC.2.a:</b> Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</li> <li>★ <b>6.2.8.HistoryCC.2.b:</b> Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> <li>★ <b>6.2.8.History CC.2.c:</b> Explain how the development of written language transformed all aspects of life in early river valley civilization.</li> <li>★ <b>6.2.8.HistoryCA.2.a:</b> Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</li> </ul>	<p><i>events and influenced political systems of early civilizations.</i></p> <ul style="list-style-type: none"> <li>★ Social and political systems have protected and denied human rights (to varying degrees) throughout time. <ul style="list-style-type: none"> <li>○ <i>River valley civilizations developed societies with strict social hierarchies.</i></li> </ul> </li> <li>★ Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface. <ul style="list-style-type: none"> <li>○ <i>Physical maps highlight how humans developed along large river systems fed by mountain ranges. Mountains and deserts also provide natural boundaries from attack.</i></li> </ul> </li> <li>★ the Physical and human characteristics of places and regions are connected to human identities and cultures. <ul style="list-style-type: none"> <li>○ <i>Early civilizations developed along large river valleys (Tigris and Euphrates, Nile, etc.)</i></li> </ul> </li> <li>★ Economic interdependence is impacted by increased specialization and trade. <ul style="list-style-type: none"> <li>○ <i>Trade among early civilizations led to cooperation and conflict.</i></li> </ul> </li> <li>★ Chronological sequencing helps us understand the interrelationship of historical events. <ul style="list-style-type: none"> <li>○ <i>Many early river valley civilizations developed along overlapping timelines.</i></li> </ul> </li> <li>★ Historical events and developments are shaped by social, political, cultural, technological, and economic factors. <ul style="list-style-type: none"> <li>○ <i>Technology influences human ability to grow food, expand ideas, and conquer others.</i></li> </ul> </li> <li>★ Historians develop arguments using</li> </ul>	<p>affect early settlement in Egypt, Kush, and Canaan?</p> <ul style="list-style-type: none"> <li>★ What did the pharaohs of ancient Egypt accomplish, and how did they do it?</li> <li>★ How did social class affect daily life in ancient Egypt?</li> <li>★ How did location influence the history of Kush?</li> </ul>
--	--	--

## Social Studies Curriculum - Grade 6

	<p>evidence from multiple relevant historical sources.</p> <ul style="list-style-type: none"> <li>○ <i>archaeological evidence from ancient cities can be used to develop theories as to how these early societies lived.</i></li> </ul>	
<b>Unit 2: Grade 6 - Lessons</b>		
<p><a href="#">List of Sixth Grade Activities</a></p> <p style="text-align: center;"><u>Mesopotamia</u></p> <ol style="list-style-type: none"> <li>Design a Mesopotamian village that shows how to regulate water supply from the river.</li> <li>Foundations of Wealth video series</li> <li>Transcribe cuneiform tablets to English. Create your own cuneiform and have a classmate transcribe it.</li> <li>Create a Mesopotamia museum exhibit.</li> <li>Create a book jacket for a book titled Invasions of Mesopotamia</li> <li>Research the evolution of writing. Look at one of the newest methods of writing: text messaging. Write a paragraph explaining how and why it was developed and why it is important using text-messaging abbreviations, words and symbols.</li> <li>Guns, Germs, &amp; Steel (National Geographic)</li> </ol> <p style="text-align: center;"><u>Egypt</u></p> <ol style="list-style-type: none"> <li>Use Egypt map to demonstrate topography and the flow of the Nile River.</li> <li>Create an Egypt museum exhibit</li> <li>Create a message or translate (hieroglyphics)</li> <li>Journey to the Underworld Literary story.</li> <li>Egyptian Gods Poster</li> <li>Tourism commercial/ travel brochure</li> <li>Compare and Contrast Egypt and Kush</li> <li>Write a letter from a visitor from Egypt or Kush</li> </ol>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>Discussions with Peers in Small Groups/Pairs, Turn and talk</p> <p>Practice/Homework</p> <p>Strategic, H.O.T. (Higher Order Thinking) Questioning</p> <p>Graphic Organizers</p> <p>Journal Entry/Double Journal Entry</p> <p>Sentence/Paragraph Summaries</p> <p>Anecdotal Notes</p> <p>Self Evaluation Rubrics</p>		<p>Teacher created tests</p> <p>Individual/Group Presentations</p> <p>Unit projects</p> <p>End of the Unit Writing Project with a rubric</p> <p>End of Unit Test</p>

## Social Studies Curriculum - Grade 6

Comprehension Quizzes, Assessments Vocabulary Assessments/Quizzes Teacher/Student Conferencing Open Ended Questions Oral Assessments Exit tickets	
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<b>Suggested Performance Rubric:</b> <u>Marzano Proficiency Scale</u> 4 - <b>Innovating:</b> Students will be able to predict outcomes of historic events and apply to current issues in history. 3 - <b>Applying:</b> Students will be able to explain the impact of events on later events. 2 - <b>Developing-</b> students will be able to explain chronological order of events. 1 - <b>Beginning-</b> students will be able to identify historic events and explain their importance.	<b>Suggested Performance Task:</b> <u>Students with needs alternative assessment</u> <ul style="list-style-type: none"> <li>Students will create a commercial for an achievement by the mesopotamian cultures or Egyptian culture. Commercials should clearly identify the culture, the achievement and its benefits to civilization. Students should create a script and perform the commercial for the class. Students can then write a reflection on new achievements or inventions and their impact on today's world.</li> </ul> <u>Gifted or advanced student alternative assessment</u> <ul style="list-style-type: none"> <li>Students will research how our local community demonstrates the 7 factors of civilization (1.Stable food supply 2.Social structure 3. System of government 4. Religious system.5. Highly developed culture 6. Advances in technology. 7. Written language.) Students will create a poster/map identifying the key factors and the examples just in their local community.</li> </ul>
District/School Texts	District/School Supplementary Resources
<b>Haddon Heights:</b> Horizons Social Studies: World History (Harcourt - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a> <b>Barrington:</b> The World (Scott Foresman - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a> <b>Lawnside:</b> Ancient Civilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a> <b>Merchantville:</b> Ancient Civilizations: Through the Renaissance Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a>	NewsELA BrainPop Scholastic News History Channel YouTube Quizlet Kahoot Quizizz Khan Academy Readworks Smithsonian Tween Tribune <a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> Softschools.com <a href="http://www.softschools.com/language_arts/reading_comprehension/social_studies/">http://www.softschools.com/language_arts/reading_comprehension/social_studies/</a> Common Lit <a href="https://www.commonlit.org">https://www.commonlit.org</a> History for Kids General <a href="http://www.historyforkids.org/">http://www.historyforkids.org/</a> Discovery Education <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a>

# Social Studies Curriculum - Grade 6

			<a href="https://www.flocabulary.com/subjects/social-studies/">Flocabulary</a> <a href="https://www.flocabulary.com/subjects/social-studies/">https://www.flocabulary.com/subjects/social-studies/</a> <a href="http://www.ushistory.org/us/">US History</a> <a href="http://www.ushistory.org/us/">http://www.ushistory.org/us/</a> <a href="https://www.youtube.com/user/crashcourse">Crash Course</a> <a href="https://www.youtube.com/user/crashcourse">https://www.youtube.com/user/crashcourse</a> <a href="https://www.youtube.com/channel/UCET3_UuMO_ZMn_vIv7OEqNAA">Mr. Betts Class</a> <a href="https://www.youtube.com/channel/UCET3_UuMO_ZMn_vIv7OEqNAA">https://www.youtube.com/channel/UCET3_UuMO_ZMn_vIv7OEqNAA</a> <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtOLknOhIr8qA">Laughing Historically</a> <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtOLknOhIr8qA">https://www.youtube.com/channel/UC-0HhAL6vBLtOLknOhIr8qA</a> <a href="https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T">Disney The American Presidents</a> <a href="https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T">https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T</a>
Interdisciplinary Connections			
ELA	Math	Science	
RH.6-8.1	3.MD.D.8	K-2-ETS1-1	
RH.6-8.2	4.MD.A.2	K-2-ETS1-2	
RH.6-8.7	4.MD.B.3	1-LS3-1	
RH.6-8.9	5.NF.A.2	1-ESS1-1	
RH.6-8.10	5.NF.B.6	1-ESS1-2	
WHST.6-8.2	5.NF.B.7.c	2-PS1-2	
WHST.6-8.2.a.	5.MD.B.2	2-LS2-1	
WHST.6-8.2.b	6.RP.3	2-LS2-2	
WHST.6-8.2.c	6.NS.C.5	2-LS4-1	
WHST.6-8.4	6.NS.C.7.b	2-ESS1-1	
WHST.6-8.6	6.NS.C.8	2-ESS2-2	
WHST.6-8.7	6.EE.C.9	2-ESS2-3	
WHST.6-8.8	6.SPA	3-LS1-1	
WHST.6-8.9	6.SP.B	3-LS3-2	
L.6-8.1		3-LS4-1	
L.6-8.6		3-LS4-3	
SL.6-8.1		3-LS4-4	
SL.6-8.4		3-ESS2-1	
SL.6-6.5		3-ESS2-2	
SL.6-8.6		3-ESS3-1	
		3-5-ETS1-1	
		3-5-ETS1-2	
		3-5-ETS1-3	
		4-PS3-4	
		4-ESS1-1	

**Social Studies Curriculum - Grade 6**

		4-ESS2-1 4-ESS2-2 4-ESS3-1 4-ESS3-2 5-PS1-4 5-LS1-1 5-ESS3-1 MS-ESS1-1 MS-ESS2-6 MS-ESS3-1 MS-ESS3-2 MS-ESS3-3 MS-ESS3-4 MS-LS2-4
<p><b><u>21st Century Skills/Career Education</u></b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.3.12.AG.2</p> <p>9.3.12.AG-ANI.4</p> <p>9.3.12.AG-NR.3</p> <p>9.3.12.AR-JB.2</p> <p>9.3.12.AR-VIS.3</p> <p>9.3.12.ED.2</p> <p>9.3.IT.4</p> <p>9.3.IT-WD.10</p> <p>9.3.ST.1</p>	<p><b><u>Technology</u></b></p> <p>8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <ul style="list-style-type: none"> <li>- Understand and use technology systems.</li> <li>- Select and use applications effectively and productively.</li> </ul> <p>8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> <li>- Advocate and practice safe, legal, and responsible use of information and technology.</li> <li>- Demonstrate personal responsibility for lifelong learning.</li> <li>- Exhibit leadership for digital citizenship.</li> </ul> <p>8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <ul style="list-style-type: none"> <li>- Plan strategies to guide inquiry.</li> <li>- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>- Process strategies to guide inquiry.</li> </ul>	

**Social Studies Curriculum - Grade 6**

9.3.ST.6 9.3.ST-ET.1		
<b>Modifications and Accommodations</b>		
<p align="center"><b><u>Special Education Students</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	<p align="center"><b><u>English Language Learners</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system TPR Total Physical Response</p>	<p align="center"><b><u>Students at Risk of School Failure</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>
<p align="center"><b><u>Gifted and Talented</u></b></p> <p>extension project leveled text leadership roles intentional grouping targeted learning from assessment DOK higher order questions Blooms - analyze, evaluate, create</p>	<p align="center"><b><u>Students with 504 Plans</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks</p>	

**Social Studies Curriculum - Grade 6**

check-in/check-out system

**Unit Duration: Instructional Days**

40 days

**STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

**Unit 3: River Valley Civilizations (Continued)**

Performance Expectations	TRANSFER	
<p>★ <b>6.2.8.CivicsPI.2.a:</b> Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>★ <b>6.2.8.CivicsHR.2.a:</b> Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>★ <b>6.2.8.GeoSV.2.a:</b> 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.</p> <p>★ <b>6.2.8.GeoHE.2.a:</b> Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p> <p>★ <b>6.2.8.EconGE.2.a:</b> Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>★ <b>6.2.8.HistoryCC.2.a:</b> Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p> <p>★ <b>6.2.8.HistoryCC.2.b:</b> Analyze the</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>• Compare the geographic features of Mesopotamia and Egypt to India and China.</li> <li>• Develop an understanding of various faiths in the world.</li> <li>• Analyze various types of government and its effectiveness at solving problems.</li> </ul>	
	MEANING	
	<p align="center"><u>Core Ideas</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>★ Political and civil institutions impact all aspects of people's lives.                             <ul style="list-style-type: none"> <li>○ <i>Confucianism, Daoism, and Legalism are Chinese philosophies that attempt to bring order to society.</i></li> </ul> </li> <li>★ Social and political systems have protected and denied human rights (to varying degrees) throughout time.                             <ul style="list-style-type: none"> <li>○ <i>The Ancient Caste System developed to organize society, negative treatment of "untouchables" is still common today.</i></li> <li>○ <i>Jewish diaspora and anti-semitism have led to many atrocities such as the holocaust.</i></li> </ul> </li> <li>★ Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.                             <ul style="list-style-type: none"> <li>○ <i>Physical maps highlight how</i></li> </ul> </li> </ul>	<p align="center"><u>ESSENTIAL QUESTIONS</u></p> <ul style="list-style-type: none"> <li>★ How did geography affect early settlement in India?</li> <li>★ What can artifacts tell us about daily life in Mohenjo Daro to learn about daily life in the Indus valley civilization?</li> <li>★ What are the origins and beliefs of Hinduism?</li> <li>★ What are the main beliefs and teachings of Buddhism?</li> <li>★ How did Ashoka unify the Mauryan Empire and spread Buddhist values?</li> <li>★ Why is the period during the Gupta Empire known as the "golden age"?</li> <li>★ How did geography affect life in ancient China?</li> <li>★ What do Shang artifacts reveal about this civilization?</li> <li>★ How did Confucianism, Daoism, and Legalism influence political rule in ancient China?</li> <li>★ Was the Emperor of Qin an effective leader?</li> <li>★ In what ways did the Han dynasty improve government and daily life in China?</li> <li>★ How did the Silk Road promote an exchange of goods and ideas?</li> <li>★ How did Judaism originate and develop?</li> </ul>

## Social Studies Curriculum - Grade 6

<p>impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>★ <b>6.2.8.History CC.2.c:</b> Explain how the development of written language transformed all aspects of life in early river valley civilization.</p> <p>★ <b>6.2.8.History CA.2.a:</b> Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</p> <p>★ <b>6.2.8.History UP.3.c:</b> 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.</p>	<p><i>humans developed along large river systems fed by mountain ranges. Mountains and deserts also provide natural boundaries from attack.</i></p> <p>★ the Physical and human characteristics of places and regions are connected to human identities and cultures.</p> <ul style="list-style-type: none"> <li>○ <i>The Hebrew people developed in the desert regions of the Middle East.</i></li> </ul> <p>★ Economic interdependence is impacted by increased specialization and trade.</p> <ul style="list-style-type: none"> <li>○ <i>Trade among early civilizations led to cooperation and conflict.</i></li> </ul> <p>★ Chronological sequencing helps us understand the interrelationship of historical events.</p> <ul style="list-style-type: none"> <li>○ <i>Many early river valley civilizations developed along overlapping timelines.</i></li> </ul> <p>★ Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <ul style="list-style-type: none"> <li>○ <i>Technology, culture, and art from China and India influence the world today.</i></li> </ul> <p>★ Historians develop arguments using evidence from multiple relevant historical sources.</p> <ul style="list-style-type: none"> <li>○ <i>archaeological evidence from ancient cities can be used to develop theories as to how these early societies lived.</i></li> </ul>	<p>★ What are the central teachings of Judaism, and why did they survive to modern day?</p> <p>★ What is anti-semitism and how did it originate?</p> <p>★ What was the Holocaust?</p>
Unit 3: Grade 6 - Lessons		
<p><a href="#">List of Sixth Grade Activities</a></p> <p style="text-align: center;"><u>India</u></p>		



## Social Studies Curriculum - Grade 6

- I. Create a map of India (geographic regions).
- II. Compare the monsoon to our weather pattern.
- III. Create a magazine cover for an archaeological exhibit in India.
- IV. Create a visual timeline (comic strip) that shows the transition of Siddhartha Gautama to the Buddha.
- V. Use google maps to find local Hindu, Jain and Buddhist Temples.
- VI. Hindu architecture report
- VII. India Achievements group project (mathematics, technology, astronomy, medicine, literature, architecture)

### China

- I. Create map of China that highlights geographic regions (mountains, deserts, river valleys).
- II. Role play ruler philosophy.
- III. Create comparison chart of Philosophies.
- IV. Create dynastic cycle chart (put cycle in order).
- V. Present achievements of China (medicine, science, technology, military, culture).
- VI. Writing prompt: is Shi Huangdi a good ruler? - cite text evidence
- VII. Silk Road- math activity (use the grid of products to cities to analyze trade deals).
- VIII. The Great Wall debate: groups will research and debate whether to build a Great Wall or not.

### Hebrews

- I. Geography of Middle east, Location of key sites Jerusalem, Mt. Sinai, Jordan River
- II. Oral reading: "A Brief History of Anti-Semitism" <http://www.adl.org/assets/pdf/education-outreach/Brief-History-on-Anti-Semitism-A.pdf>
- III. View video: Auschwitz (14:22) <http://www.worldjewishcongress.org/en/videos/auschwitz-the-documentary>
- IV. [https://www.youtube.com/watch?v=gwf7nNQ\\_qI4](https://www.youtube.com/watch?v=gwf7nNQ_qI4) (3:08-21:51)
  - A. Yarko & Daniel (Israeli): 3:08-5:50
  - B. Mahmoud (Palestinian): 5:50-8:49
  - C. Shlomo (Israeli): 8:49-11:20
  - D. Sanabel (Palestinian) 11:20-15:54
  - E. Faraj (Palestinian) 15:54-18:01
  - F. Moishe (Israeli) 18:01-21:51
- V. --View videos & write down any main points that each tries POV to make PALESTINIAN: <https://www.youtube.com/watch?v=r0O2cgmozJA> (5:41)  
ISRAELI <https://www.youtube.com/watch?v=rTYTapDUAmI> (5:39)
- VI. [https://sites.psu.edu/anaouf2/files/2017/02/israel-palestine\\_map\\_19225\\_2469-vrwani.jpg](https://sites.psu.edu/anaouf2/files/2017/02/israel-palestine_map_19225_2469-vrwani.jpg)
- VII. View video: David vs. Goliath [http://www.youtube.com/watch?v=Y7WT4Y08o\\_s](http://www.youtube.com/watch?v=Y7WT4Y08o_s) (5:57)
- VIII. View video: Solomon's wisdom <https://www.youtube.com/watch?v=5ExJtFgD45c>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Discussions with Peers in Small Groups/Pairs, Turn and talk Practice/Homework Strategic, H.O.T. (Higher Order Thinking) Questioning Graphic Organizers Journal Entry/Double Journal Entry Sentence/Paragraph Summaries Anecdotal Notes	Teacher created tests Individual/Group Presentations Unit projects End of the Unit Writing Project with a rubric End of Unit Test

## Social Studies Curriculum - Grade 6

Self Evaluation Rubrics Comprehension Quizzes, Assessments Vocabulary Assessments/Quizzes Teacher/Student Conferencing Open Ended Questions Oral Assessments Exit tickets	
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<b>Suggested Performance Rubric:</b> <u>Marzano Proficiency Scale</u> 4 - <b>Innovating:</b> Students will be able to predict outcomes of historic events and apply to current issues in history. 3 - <b>Applying:</b> Students will be able to explain the impact of events on later events. 2 - <b>Developing-</b> students will be able to explain chronological order of events. 1 - <b>Beginning-</b> students will be able to identify historic events and explain their importance.	<b>Suggested Performance Task:</b> <u>Students with needs alternative assessments</u> <ul style="list-style-type: none"> <li>Create a travel poster to one of the three cultures we studied in this unit (India, China, Israel) Posters should identify sites and places that reflect the country's historical, religious, military and political culture. Each site should be clearly identified and described on the poster. Descriptions should include why the site is important to understanding the culture.</li> </ul> <u>Gifted and Advanced student alternative assessment</u> <ul style="list-style-type: none"> <li>Students will create a religion guide book. Students will research the religions identified in this unit as well as the offshoots and sects of each religion. Students will create an informational page on each religion identifying its key concepts, founding, major texts or writings, tenants, and region of coverage. Guidebooks should be bound with and attractive cover and a introduction page.</li> </ul>
District/School Texts	District/School Supplementary Resources
<b>Haddon Heights:</b> Horizons Social Studies: World History (Harcourt - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a>  <b>Barrington:</b> The World (Scott Foresman - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a>  <b>Lawnside:</b> Ancient Civilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a>  <b>Merchantville:</b> Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a>	NewsELA BrainPop Scholastic News History Channel YouTube Quizlet Kahoot Quizizz Khan Academy Readworks Smithsonian Tween Tribune <a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> <a href="http://www.softschools.com">Softschools.com</a> <a href="http://www.softschools.com/language_arts/reading_comprehension/social_studies/">http://www.softschools.com/language_arts/reading_comprehension/social_studies/</a> Common Lit <a href="https://www.commonlit.org">https://www.commonlit.org</a> History for Kids General <a href="http://www.historyforkids.org/">http://www.historyforkids.org/</a> Discovery Education

# Social Studies Curriculum - Grade 6

			<a href="http://www.discoveryeducation.com/Flocabulary">http://www.discoveryeducation.com/Flocabulary</a> <a href="https://www.flocabulary.com/subjects/social-studies/US-History">https://www.flocabulary.com/subjects/social-studies/US History</a> <a href="http://www.ushistory.org/us/">http://www.ushistory.org/us/</a> <a href="https://www.youtube.com/user/crashcourse">Crash Course</a> <a href="https://www.youtube.com/user/crashcourse">https://www.youtube.com/user/crashcourse</a> <a href="https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA">Mr. Betts Class</a> <a href="https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA">https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA</a> <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtQLknOhIr8qA">Laughing Historically</a> <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtQLknOhIr8qA">https://www.youtube.com/channel/UC-0HhAL6vBLtQLknOhIr8qA</a> <a href="https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T">Disney The American Presidents</a> <a href="https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T">https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T</a>
Interdisciplinary Connections			
ELA	Math	Science	
RH.6-8.1 RH.6-8.2 RH.6-8.7 RH.6-8.9 RH.6-8.10 WHST.6-8.2 WHST.6-8.2.a. WHST.6-8.2.b WHST.6-8.2.c WHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6 SL.6-8.1 SL.6-8.4 SL.6-6.5 SL.6-8.6	3.MD.D.8 4.MD.A.2 4.MD.B.3 5.NF.A.2 5.NF.B.6 5.NF.B.7.c 5.MD.B.2 6.RP.3 6.NS.C.5 6.NS.C.7.b 6.NS.C.8 6.EE.C.9 6.SPA 6.SP.B	K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3 1-LS3-1 1-ESS1-1 1-ESS1-2 2-LS2-1 2-LS2-2 2-LS4-1 2-ESS1-1 2-ESS2-2 2-ESS2-3 3-LS1-1 3-LS3-2 3-LS4-3 3-LS4-4 3-ESS2-1 3-ESS2-2 3-ESS3-1 4-PS3-4 4-ESS1-1 4-ESS2-1 4-ESS2-2 4-ESS3-1	

**Social Studies Curriculum - Grade 6**

		4-ESS3-2 5-PS1-4 5-LS1-1 5-ESS3-1 MS-ESS2-5 MS-ESS2-6 MS-ESS3-1 MS-ESS3-2 MS-ESS3-3 MS-ESS3-4 MS-LS2-4
<p><b><u>21st Century Skills/Career Education</u></b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.2.4.A.2</p> <p>9.2.8.B.3</p> <p>9.3.12.AG.1</p> <p>9.3.12.AG-NR.3</p> <p>9.3.12.AR-VIS.3</p> <p>9.3.12.ED.2</p> <p>9.3.GV-FIR.1</p> <p>9.3.GV-GOV.3</p> <p>9.3.IT.1</p> <p>9.3.IT.4</p> <p>9.3.IT-WD.10</p> <p>9.3.MK.9</p> <p>9.3.MK-COM.1</p>	<p><b><u>Technology</u></b></p> <p>8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <ul style="list-style-type: none"> <li>- Understand and use technology systems.</li> <li>- Select and use applications effectively and productively.</li> </ul> <p>8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> <li>- Advocate and practice safe, legal, and responsible use of information and technology.</li> <li>- Demonstrate personal responsibility for lifelong learning.</li> <li>- Exhibit leadership for digital citizenship.</li> </ul> <p>8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <ul style="list-style-type: none"> <li>- Plan strategies to guide inquiry.</li> <li>- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>- Process strategies to guide inquiry.</li> </ul>	

**Social Studies Curriculum - Grade 6**

9.3.ST.2 9.3.ST-SM.4 9.3.12.TD.1		
<b>Modifications and Accommodations</b>		
<p align="center"><b><u>Special Education Students</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	<p align="center"><b><u>English Language Learners</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system TPR Total Physical Response</p>	<p align="center"><b><u>Students at Risk of School Failure</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>
<p align="center"><b><u>Gifted and Talented</u></b></p> <p>extension project leveled text leadership roles intentional grouping targeted learning from assessment DOK higher order questions Blooms - analyze, evaluate, create</p>	<p align="center"><b><u>Students with 504 Plans</u></b></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time</p>	

**Social Studies Curriculum - Grade 6**

	breaks check-in/check-out system	
<b>Unit Duration: Instructional Days</b>		
40 days		

**STANDARD: 6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Unit 4: Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600CE)**

*Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.*

Performance Expectations	TRANSFER	
<p>★ <b>6.2.8.CivicsPL.3.a:</b> 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.</p> <p>★ <b>6.2.8.CivicsDP.3.a:</b> 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., Hammurabi’s code, Justinian code, Jewish law).</p> <p>★ <b>6.2.8.CivicsDP.3.b:</b> Use evidence to describe the impact of Athenian democracy and the Roman republic on the development of the United States Constitution.</p> <p>★ <b>6.2.8.CivicsHR.3.a:</b> Compare and contrast the rights and responsibilities of free men, women, slaves, and</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> <li>● Compare political systems (democracy vs. Republic)</li> <li>● Describe how Greece and Rome built the foundations of our modern democratic-republic.</li> <li>● Greek philosophers used science and reason to discover rules of nature, astronomy, and mathematics.</li> <li>● Roman contributions to architecture are found in our everyday lives.</li> </ul>	
	MEANING	
	<p align="center"><u>Core Ideas</u></p> <p>★ Governments have different structures which impact development (expansion) and civic participation.</p> <ul style="list-style-type: none"> <li>○ <i>Direct Democracy was created in Ancient Athens. The Romans developed a Republic system of government.</i></li> </ul> <p>★ The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</p> <ul style="list-style-type: none"> <li>○ <i>the Roman Republic is a major influence for the US federal system in which 3 separate</i></li> </ul>	<p align="center"><u>ESSENTIAL QUESTIONS</u></p> <p>★ How did geography influence settlement and way of life in ancient Greece?</p> <p>★ How did democracy develop in ancient Greece?</p> <p>★ What were the major differences between Athens and Sparta?What factors influenced the outcome of the Persian wars?</p> <p>★ What were the major cultural achievements of Athens?</p> <p>★ How did Alexander build his empire?</p> <p>★ How did ancient Greece contribute to the modern world?</p> <p>★ How did the Etruscans and Greeks influence the development of Rome?</p>

<p>foreigners in the political, economic, and social structures of classical civilizations.</p> <p>★ <b>6.2.8GeoPP.3.a:</b> Use geographic models to describe how the availability of natural resources influenced the development of political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>★ <b>6.2.8GeoPP.3.b</b> Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</p> <p>★ <b>6.2.8EconEM.3.a:</b> Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p> <p>★ <b>6.2.8.EconGE.3.a:</b> Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban area, and to allow for greater division of labor.</p> <p>★ <b>6.2.8.HistoryCC.3.a:</b> Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>★ <b>6.2.8.HistoryUP.3.a:</b> Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>★ <b>6.2.8.HistoryUP.3.b.:</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.</p>	<p><i>branches of government work together but also keep checks and balances.</i></p> <p>★ Social and political systems have protected and denied human rights (to varying degrees) throughout time.</p> <ul style="list-style-type: none"> <li>○ <i>Compare and contrast Greek democracy and Roman Republic.</i></li> </ul> <p>★ Relationships between humans and environments impact spatial patterns of settlement and movement</p> <ul style="list-style-type: none"> <li>○ <i>Greek sailors created colonies all over the Mediterranean region that led to Greece's prosperity.</i></li> </ul> <p>★ People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.</p> <ul style="list-style-type: none"> <li>○ <i>Trade along the silk road made Rome wealthy and led to cultural diffusion.</i></li> </ul> <p>★ Economic interdependence is impacted by the increased specialization and trade.</p> <ul style="list-style-type: none"> <li>○ <i>Greek advancements in ship making led to dominance in maritime trade along the Mediterranean.</i></li> </ul> <p>★ Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <ul style="list-style-type: none"> <li>○ <i>The fall of Rome shows the effects of overexpansion and corruption which led to the beginning of the dark ages.</i></li> </ul> <p>★ An individual's perspective is impacted by one's background and experiences.</p> <ul style="list-style-type: none"> <li>○ <i>The city of Athens valued education and produced philosophers, artists, and scholars. The city of Sparta valued warfare and produced great warriors.</i></li> </ul>	<p>★ What were the characteristics of the Roman Republic and how did they change over time?</p> <p>★ Did the benefits of Roman expansion outweigh the costs?</p> <p>★ How did wealth affect daily life in the Roman Empire?</p> <p>★ How did Christianity originate and spread?</p> <p>★ How do the beliefs and practices of Christianity shape Christians' lives?</p> <p>★ To what extent does ancient Rome influence us today?</p>
--	--	--

## Social Studies Curriculum - Grade 6

<p>★ <b>6.2.8.HistoryUP.3.c:</b> 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.</p> <p>★ <b>6.2.8.HistoryCA.3.a:</b> Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>★ <b>6.2.8.HistoryCA.3.b:</b> Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	<p>★ Perspectives change over time.</p> <ul style="list-style-type: none"> <li>○ <i>Greek scientists questioned the world around them and created the scientific process.</i></li> </ul> <p>★ Historical contexts and events shaped and continue to shape people's perspectives.</p> <ul style="list-style-type: none"> <li>○ <i>The Persian Wars led to mistrust between Eastern and Western societies which is still relevant today.</i></li> </ul> <p>★ Historians analyze claims within sources for perspective and validity.</p> <ul style="list-style-type: none"> <li>○ <i>Greek historians wrote detailed accounts of battles of the Persian and Peloponnesian Wars.</i></li> </ul>	
<b>Unit 4: Grade 6 - Lessons</b>		
<p><u><a href="#">List of Sixth Grade Activities</a></u></p> <ol style="list-style-type: none"> <li>I. Create a trade map of Greek peninsula and mediterranean region</li> <li>II. Create a types of government reference chart, include images as examples, include pros and cons. (monarchy, oligarchy, tyranny, democracy)</li> <li>III. Research prompt: Retell the story of the Persian Wars from the Persian perspective.</li> <li>IV. Role play: trial of Archimedes; what does it mean to be a citizen?</li> <li>V. Trojan War <a href="https://www.youtube.com/watch?v=9RYGOO_qybY">https://www.youtube.com/watch?v=9RYGOO_qybY</a></li> <li>VI. Create a Hall of Greek heroes exhibit</li> <li>VII. Venn diagram: Athens vs. Sparta</li> <li>VIII. Alexander the Great: comic strip timeline- what makes him great?</li> <li>IX. Alexander the Great-Reporter on the scene battle summary</li> <li>X. Analyze and interpret quotes from Socrates, Plato, Aristotle</li> <li>XI. Greek theater- drama, tragedy, comedy</li> <li>XII. Compare Ancient Greek to modern architecture (i.e., Capitol Hill, White House, Supreme Court, local buildings)why do we copy Greek style?</li> <li>XIII. Olympics simulation</li> </ol>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>Discussions with Peers in Small Groups/Pairs, Turn and talk</p> <p>Practice/Homework</p> <p>Strategic, H.O.T. (Higher Order Thinking) Questioning</p>		<p>Teacher created tests</p> <p>Individual/Group Presentations</p> <p>Unit projects</p>



## Social Studies Curriculum - Grade 6

<p>Graphic Organizers Journal Entry/Double Journal Entry Sentence/Paragraph Summaries Anecdotal Notes Self Evaluation Rubrics Comprehension Quizzes, Assessments Vocabulary Assessments/Quizzes Teacher/Student Conferencing Open Ended Questions Oral Assessments Exit tickets</p>	<p>End of the Unit Writing Project with a rubric End of Unit Test</p>
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric:</b> <u>Marzano Proficiency Scale</u></p> <p>4 - <b>Innovating:</b> Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - <b>Applying:</b> Students will be able to explain the impact of events on later events.</p> <p>2 - <b>Developing-</b> students will be able to explain chronological order of events.</p> <p>1 - <b>Beginning-</b> students will be able to identify historic events and explain their importance.</p>	<p><b>Suggested Performance Task:</b> <u>Students with needs alternative assessment</u></p> <ul style="list-style-type: none"> <li>Students will research the civic duties of the Greek, Rome and modern American citizens. Students will create a poster identifying how the duties of each culture have remained the same and how they have changed. Students will also identify the requirements to become a citizen for each civilization and compare the similarities and differences.</li> </ul> <p><u>Gifted and advanced students alternative assessment</u></p> <ul style="list-style-type: none"> <li>Students will research and analyze the strengths and weaknesses of the following explanations for the fall of Rome, 1. Christianity ruined Rome, 2. Roman values declined as non-Italians took over, 3. Lead poisoning affected the leadership, 4. The plague, 5. Slavery stopped Rome from creating new technology 6. The political system broke down. Students will rank the explanations according to their reading and research. Students will then write a reflection essay on the topic “Are any of these explanations being used to theorize America is heading for a fall and do you agree or disagree”</li> </ul>
District/School Texts	District/School Supplementary Resources
<p><b>Haddon Heights:</b> Horizons Social Studies: World History (Harcourt - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Barrington:</b> The World (Scott Foresman - 2005); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Lawnside:</b> Ancient Civilizations: Through the Renaissance (Holt McDougal - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><b>Merchantville:</b> Ancient Civilizations: Through the Renaissance (Houghton Mifflin Harcourt - 2012); NJ Amistad online textbook <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p>	<p>NewsELA BrainPop Scholastic News History Channel YouTube Quizlet Kahoot Quizizz Khan Academy Readworks <u>Smithsonian Tween Tribune</u> <a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> <u>Softschools.com</u></p>

# Social Studies Curriculum - Grade 6

			<a href="http://www.softschools.com/language_arts/reading_comprehension/social_studies/">http://www.softschools.com/language_arts/reading_comprehension/social_studies/</a> <a href="#">Common Lit</a> <a href="https://www.commonlit.org">https://www.commonlit.org</a> <a href="#">History for Kids General</a> <a href="http://www.historyforkids.org/">http://www.historyforkids.org/</a> <a href="#">Discovery Education</a> <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a> <a href="#">Flocabulary</a> <a href="https://www.flocabulary.com/subjects/social-studies/">https://www.flocabulary.com/subjects/social-studies/</a> <a href="#">US History</a> <a href="http://www.ushistory.org/us/">http://www.ushistory.org/us/</a> <a href="#">Crash Course</a> <a href="https://www.youtube.com/user/crashcourse">https://www.youtube.com/user/crashcourse</a> <a href="#">Mr. Betts Class</a> <a href="https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA">https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA</a> <a href="#">Laughing Historically</a> <a href="https://www.youtube.com/channel/UC-0HhAL6vBLtOLknOhIr8qA">https://www.youtube.com/channel/UC-0HhAL6vBLtOLknOhIr8qA</a> <a href="#">Disney The American Presidents</a> <a href="https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T">https://www.youtube.com/watch?v=Zm5uPqucnHk&amp;list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T</a>
Interdisciplinary Connections			
ELA	Math	Science	
RH.6-8.1	3.MD.D.8	K-2-ETS1-1	
RH.6-8.2	4.MD.A.2	K-2-ETS1-2	
RH.6-8.7	4.MD.B.3	K-2-ETS1-3	
RH.6-8.9	5.NF.A.2	2-LS4-1	
RH.6-8.10	5.NF.B.6	2-ESS2-2	
WHST.6-8.2	5.NF.B.7.c	2-ESS2-3	
WHST.6-8.2.a.	5.MD.B.2	3-LS3-2	
WHST.6-8.2.b	6.RP.3	3-LS4-4	
WHST.6-8.2.c	6.NS.C.5	3-ESS2-1	
WHST.6-8.4	6.NS.C.7.b	3-ESS2-2	
WHST.6-8.6	6.NS.C.8	4-ESS2-1	
WHST.6-8.7	6.EE.C.9	4-ESS2-2	
WHST.6-8.8	6.SPA	5-LS1-1	
WHST.6-8.9	6.SP.B	5-ESS3-1	
L.6-8.1		MS-ESS3-1	
L.6-8.6		MS-ESS3-2	
		MS-ESS3-3	
		MS-ESS3-4	

**Social Studies Curriculum - Grade 6**

SL.6-8.1 SL.6-8.4 SL.6-6.5 SL.6-8.6		MS-ETS1-1 MS-ETS1-2 MS-ETS1-3 MS-ETS1-4 MS-LS2-4
<p><b><u>21st Century Skills/Career Education</u></b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.2.4.A.2</p> <p>9.2.8.B.1</p> <p>9.3.12.AG.1</p> <p>9.3.12.AG.2</p> <p>9.3.12.AR-JB.2</p> <p>9.3.12.AR-VIS.3</p> <p>9.3.12.ED.2</p> <p>9.3.GV.1</p> <p>9.3.GV-FIR.1</p> <p>9.3.GV-GOV.1</p> <p>9.3.GV-GOV.2</p> <p>9.3.GV-GOV.3</p> <p>9.3.IT.4</p> <p>9.3.IT-WD.10</p> <p>9.3.MK.9</p> <p>9.3.ST.2</p> <p>9.3.ST-SM.4</p>	<p><b><u>Technology</u></b></p> <p>8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <ul style="list-style-type: none"> <li>- Understand and use technology systems.</li> <li>- Select and use applications effectively and productively.</li> </ul> <p>8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> <li>- Advocate and practice safe, legal, and responsible use of information and technology.</li> <li>- Demonstrate personal responsibility for lifelong learning.</li> <li>- Exhibit leadership for digital citizenship.</li> </ul> <p>8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <ul style="list-style-type: none"> <li>- Plan strategies to guide inquiry.</li> <li>- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</li> <li>- Process strategies to guide inquiry.</li> </ul>	
<b>Modifications and Accommodations</b>		

**Social Studies Curriculum - Grade 6**

<p><b><u>Special Education Students</u></b></p> <p>small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system</p>	<p><b><u>English Language Learners</u></b></p> <p>small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system  TPR Total Physical Response</p>	<p><b><u>Students at Risk of School Failure</u></b></p> <p>small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system</p>
<p><b><u>Gifted and Talented</u></b></p> <p>extension project  leveled text  leadership roles  intentional grouping  targeted learning from assessment  DOK higher order questions  Blooms - analyze, evaluate, create</p>	<p><b><u>Students with 504 Plans</u></b></p> <p>small group/intentional grouping  preferred seating  direct instruction  provide background knowledge  provide individual/small group assistance  provide student friendly definitions for vocabulary  modified assignments (reduce/revise)  provide notes/study guides  restate/rephrase  graphic organizers, labels, word banks  visuals  chunking  leveled text  read text, use audio when available  kinesthetic activities  extended time  breaks  check-in/check-out system</p>	
<b>Unit Duration: Instructional Days</b>		

40 days