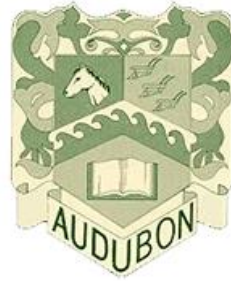# Audubon Public Schools

Grade 6: Social Studies

Curriculum Guide

Developed by:
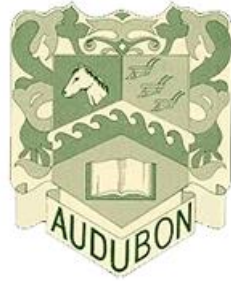
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July 25, 2019

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**Grade 6 Social Studies Curriculum Guide**

# Course Description

Grade 6: Social Studies

In grade 6 Social Studies, students build upon K-4 foundational content. Through instruction in World History/Global Studies, students begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. Students focus on culture, early man (4000-1000 BCE), classical civilizations of the Mediterranean World (1000 BCE-600 CE) , and the Middle Ages (500 CE-1450, 1350-1700 CE) to find the similarities and differences between these cultures. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

# Overview / Progressions

| Overview | Focus Indicator # | Companion Standards (ELA) |
|---|---|---|
| Unit 1 Financial Literacy | | <ul><li>6.NS.C.5,</li><li>6.NS.C7b</li><li>6.NS.B.3</li></ul> |
| Unit 2 Culture/ Early Man | <ul><li>6.1.12.D.3.e</li><li>6.2.8.A.1.a</li><li>6.2.8.B.1.a</li><li>6.2.8.C.1.a</li><li>6.2.8.C.1.b</li><li>6.2.8.D.1.a</li><li>6.2.8.D.1.b</li><li>6.2.8.D.1.c</li></ul> | <ul><li>RH.6-8.1</li><li>RH.6-8.2</li><li>RL.6.9</li><li>W.6.1</li><li>W.6.2</li><li>W.6.7</li><li>W.6.8</li></ul> |
| Unit 3 Ancient Mesopotamia | <ul><li>6.2.8.A.2.a</li><li>6.2.8.A.2.b</li><li>6.2.8.B.2.a</li><li>6.2.8.B.2.b</li><li>6.2.8.C.2.a</li><li>6.2.8.D.2.a</li><li>6.2.8.D.2.b</li><li>6.2.8.D.2.c</li><li>6.2.8.D.2.d</li></ul> | <ul><li>RH.6-8.1</li><li>RH.6-8.2</li><li>RL.6.9</li><li>W.6.1</li><li>W.6.2</li><li>W.6.7</li><li>W.6.8</li></ul> |
| Unit 4 | <ul><li>6.2.8.A.2.a</li><li>6.2.8.A.2.b</li></ul> | <ul><li>RH.6-8.1</li><li>RH.6-8.2</li></ul> |

| | | |
|---|---|---|
| Ancient Egypt | <ul><li>6.2.8.B.2.a</li><li>6.2.8.B.2.b</li><li>6.2.8.C.2.a</li><li>6.2.8.D.2.a</li><li>6.2.8.D.2.b</li><li>6.2.8.D.2.c</li><li>6.2.8.D.2.d</li></ul> | <ul><li>RL.6.9</li><li>W.6.1</li><li>W.6.2</li><li>W.6.7</li><li>W.6.8</li></ul> |
| Unit 5 Ancient Greece | <ul><li>6.2.8.A.3.b</li><li>6.2.8.A.3.c</li><li>6.2.8.A.3.d</li><li>6.2.8.A.3.e</li><li>6.2.8.B.3.a</li><li>6.2.8.B.3.b</li><li>6.2.8.C.3.a</li><li>6.2.8.C.3.b</li><li>6.2.8.D.3.a</li><li>6.2.8.D.3.c</li><li>6.2.8.D.3.e</li></ul> | <ul><li>RH.6-8.1</li><li>RH.6-8.2</li><li>RL.6.9</li><li>W.6.1</li><li>W.6.2</li><li>W.6.7</li><li>W.6.8</li></ul> |
| Unit 6 Ancient Rome | <ul><li>6.2.8.A.3.b</li><li>6.2.8.A.3.c</li><li>6.2.8.A.3.d</li><li>6.2.8.A.3.e</li><li>6.2.8.B.3.a</li><li>6.2.8.C.3.a</li><li>6.2.8.C.3.b</li><li>6.2.8.D.3.a</li><li>6.2.8.D.3.b</li><li>6.2.8.D.3.c</li><li>6.2.8.D.3.e</li></ul> | <ul><li>RH.6-8.1</li><li>RH.6-8.2</li><li>RL.6.9</li><li>W.6.1</li><li>W.6.2</li><li>W.6.7</li><li>W.6.8</li></ul> |

| Unit 7 Middle Ages | • 6.2.8.A.4.a<br>• 6.2.8.A.4.b<br>• 6.2.8.A.4.c<br>• 6.2.8.B.4.a<br>• 6.2.8.B.4.e<br>• 6.2.8.B.4.f<br>• 6.2.8.C.4.a<br>• 6.2.8.C.4.b<br>• 6.2.8.D.4. a<br>• 6.2.8.D.4.b<br>• 6.2.8.D.4.c<br>• 6.2.8.D.4.d<br>• 6.2.8.D.4.f<br>• 6.2.8.D.4.g | • RH.6-8.1<br>• RH.6-8.2<br>• RL.6.9<br>• W.6.1<br>• W.6.2<br>• W.6.7<br>• W.6.8 |

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| Social Studies | Grade 6 | Unit 1 Financial Literacy (Budget/Savings) | Trimester 2 |
|---|---|---|---|

| Focus Indicator | |
|---|---|
| 9.1.8.B.2 | Construct a simple personal savings and spending plan based on various sources of income |
| 9.1.8.B.3 | Justify the concept of "paying yourself first" as a financial savings strategy. |
| 9.1.8.B.4 | Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth. |
| 9.1.8.B.5 | Explain the effect of the economy on personal income, individual and family security, and consumer decisions. |
| 9.1.8.B.7 | Construct a budget to save for long-term, short-term, and charitable goals. |
| 9.1.8.B.8 | Develop a system for keeping and using financial records. |
| 9.1.8.B.9 | Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books). |
| 9.1.8.B.10 | Justify safeguarding personal information when using credit cards, banking electronically, or filing forms. |
| 9.1.8.B.11 | Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals. |
| 9.1.8.D.1 | Determine how saving contributes to financial well-being. |
| 9.1.8.D.2 | Differentiate among various savings tools and how to use them most effective |
| Companion Standards | |
| 6.NS.C.5 | Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative |

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|---|---|
| | electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. |
| 6.NS.C.7b | Write, interpret, and explain statements of order for rational numbers in real-world contexts. |
| 6.NS.B.3 | Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. |

| Formative Assessments | Summative Assessments |
|---|---|
| ● Entrance/Exit Slip <br> ● Quiz <br> ● Interactive Banking Activities <br> https://handsonbanking.org/teens/budgeting/introduction/budgeting-introduction/ | ● Project-Based Learning |
| **Suggested Primary Resources** | **Suggested Supplemental Resources** |
| ● Hands On Banking for Teens <br>     ○ https://handsonbanking.org/wp-content/uploads/2019/03/MiddleSchool_BudgetingtoReachaFinancialGoal.pdf <br>     ○ https://handsonbanking.org/wp-content/uploads/2019/03/ElementarySchool_SpendingSavingandGivingBack.pdf <br>     ○ https://handsonbanking.org/wp-content/uploads/2019/03/MiddleSchool_IncludingCharityDonationsinYourBudget.pdf <br>     ○ https://handsonbanking.org/teens/budgeting/introduction/budgeting-introduction/ <br> ● NJ Career Education Resources | ● Teachers Pay Teachers resources |

| | |
|---|---|
| ● [Personal Finance Toolbox](#) | |

| Cross-Curricular Connections |
|---|
| ● Understanding of rational numbers on a number line<br>● Fluency with decimals |

| Enduring Understanding | Essential Questions |
|---|---|
| ● Fiscal knowledge, habits, and skills must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. | ● Why is it important to create a spending plan or budget?<br>● What strategies can be used to differentiate needs versus wants, prioritizing the spending of a limited income, opportunity costs, and differences in household spending by age, geographic location, and other factors? |

| Differentiation | | |
|---|---|---|
| **504** | ● preferential seating<br>● extended time on tests and assignments<br>● reduced homework or classwork<br>● verbal, visual, or technology aids | ● modified textbooks or audio-video materials<br>● behavior management support<br>● adjusted class schedules or grading<br>● verbal testing |
| **Enrichment** | ● Utilize collaborative media tools<br>● Provide differentiated feedback<br>● Opportunities for reflection<br>● | ● Encourage student voice and input<br>● Model close reading<br>● Distinguish long term and short term goals |
| **IEP** | ● Utilize "skeleton notes" where some required information is already filled in for the student<br>● Provide access to a variety of tools for responses<br>● Provide opportunities to build familiarity and to practice with multiple media tools<br>● Graphic organizers | ● Leveled text and activities that adapt as students build skills<br>● Provide multiple means of action and expression<br>● Consider learning styles and interests<br>● Provide differentiated mentors |

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| ELLs | <ul><li>Pre-teach new vocabulary and meaning of symbols</li><li>Embed glossaries or definitions</li><li>Provide translations</li><li>Connect new vocabulary to background knowledge</li></ul> | <ul><li>Provide flash cards</li><li>Incorporate as many learning senses as possible</li><li>Portray structure, relationships, and associations through concept webs</li><li>Graphic organizers</li></ul> |
|---|---|---|
| At-risk | <ul><li>Purposeful seating</li><li>Counselor involvement</li><li>Parent involvement</li></ul> | <ul><li>Contracts</li><li>Alternate assessments</li><li>Hands-on learning</li></ul> |

### 21st Century Skills

| | |
|---|---|
| <ul><li>Creativity</li><li>Innovation</li><li>Critical Thinking</li></ul> | <ul><li>Problem Solving</li><li>Communication</li><li>Collaboration</li></ul> |

### Integrating Technology

| | |
|---|---|
| <ul><li>Chromebooks</li><li>Internet research</li><li>Online programs</li></ul> | <ul><li>Virtual collaboration and projects</li><li>Presentations using presentation hardware and software</li></ul> |

| Social Studies | Grade 6 | Unit 2 Culture/Early Man | Trimester 2 |
|---|---|---|---|

| Focus Indicator | |
|---|---|
| 6.1.12.D.3.e | Determine the impact of religious and social movements on the development of American culture, literature, and art. |
| 6.2.8.A.1.a | Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. |
| 6.2.8.B.1.a | Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. |
| 6.2.8.C.1.a | Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations. |
| 6.2.8.C.1.b | Determine the impact of technological advancements on hunter/gatherer and agrarian societies. |
| 6.2.8.D.1.a | Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. |
| 6.2.8.D.1.b | Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. |
| 6.2.8.D.1.c | Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. |
| Companion Standards | |
| RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |

| | |
|---|---|
| RL.6.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| W.6.1 | Write arguments to support claims with clear reasons and relevant evidence.<br>A. Introduce claim(s) and organize the reasons and evidence clearly.<br>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.<br>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.<br>D. Establish and maintain a formal/academic style, approach, and form.<br>E. Provide a concluding statement or section that follows from the argument presented |
| W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from the information or explanation presented |
| W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

| Formative Assessments | Summative Assessments |
|---|---|
| ● Social Studies Centers<br>● Discussions<br>● Quizzes<br>● Student Responses<br>● Entrance/Exit Slips | ● Test<br>● Common Assessment<br>● Essay<br>● Project |
| **Suggested Primary Resources** | **Suggested Supplemental Resources** |
| ● | ● Ancient Civilizations Interactive Notebook<br>● Ancient Civilization Reading Passages<br>● Ancient Civilization STEM Activities<br>● Mr. Corwin YouTube Videos<br>● Online Resources<br>● 6th Grade Social Studies Google Drive |
| **Cross-Curricular Connections** | |
| ● Informational reading in social studies.<br>● Informational writing in social studies using similar structures.<br>● Consistent Academic Language | |
| **Enduring Understanding** | **Essential Questions** |
| ● Every culture has unique and specific elements which define it. Studying past cultures helps us understand and appreciate present cultures.<br><br>● Many changes took place as human beings began to live longer and began to move to different places. Prehistoric cultures give us an understanding of why we follow certain rituals and why we behave in certain ways. | ● Why is it valuable to study the evolution of culture?<br>● What significant connection does the culture of Early Man have to me? |

## Differentiation

| | | |
|---|---|---|
| **504** | <ul><li>preferential seating</li><li>extended time on tests and assignments</li><li>reduced homework or classwork</li><li>verbal, visual, or technology aids</li></ul> | <ul><li>modified textbooks or audio-video materials</li><li>behavior management support</li><li>adjusted class schedules or grading</li><li>verbal testing</li></ul> |
| **Enrichment** | <ul><li>Utilize collaborative media tools</li><li>Provide differentiated feedback</li><li>Opportunities for reflection</li><li></li></ul> | <ul><li>Encourage student voice and input</li><li>Model close reading</li><li>Distinguish long term and short term goals</li></ul> |
| **IEP** | <ul><li>Utilize "skeleton notes" where some required information is already filled in for the student</li><li>Provide access to a variety of tools for responses</li><li>Provide opportunities to build familiarity and to practice with multiple media tools</li><li>Graphic organizers</li></ul> | <ul><li>Leveled text and activities that adapt as students build skills</li><li>Provide multiple means of action and expression</li><li>Consider learning styles and interests</li><li>Provide differentiated mentors</li></ul> |
| **ELLs** | <ul><li>Pre-teach new vocabulary and meaning of symbols</li><li>Embed glossaries or definitions</li><li>Provide translations</li><li>Connect new vocabulary to background knowledge</li></ul> | <ul><li>Provide flash cards</li><li>Incorporate as many learning senses as possible</li><li>Portray structure, relationships, and associations through concept webs</li><li>Graphic organizers</li></ul> |
| **At-risk** | <ul><li>Purposeful seating</li><li>Counselor involvement</li><li>Parent involvement</li></ul> | <ul><li>Contracts</li><li>Alternate assessments</li><li>Hands-on learning</li></ul> |

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| 21st Century Skills | |
|---|---|
| ● Creativity<br>● Innovation<br>● Critical Thinking | ● Problem Solving<br>● Communication<br>● Collaboration |
| **Integrating Technology** | |
| ● Chromebooks<br>● Internet research<br>● Online programs | ● Virtual collaboration and projects<br>● Presentations using presentation hardware and software |

| Social Studies | Grade 6 | Unit 3 Ancient Mesopotamia | Trimester 2 |
|---|---|---|---|

| Focus Indicator | |
|---|---|
| 6.2.8.A.2.a | Explain how/why different early river valley civilizations developed similar forms of government and legal structures. |
| 6.2.8.A.2.b | Determine the role of slavery in the economic and social structures of early river valley civilizations. |
| 6.2.8.B.2.a | Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. |
| 6.2.8.B.2.b | Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. |
| 6.2.8.C.2.a | Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. |
| 6.2.8.D.2.a | Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. |
| 6.2.8.D.2.b | Explain how the development of written language transformed all aspects of life in early river valley civilizations. |
| 6.2.8.D.2.c | Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. |
| 6.2.8.D.2.d | Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. |
| Companion Standards | |
| RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |

| RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
|---|---|
| RL.6.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| W.6.1 | Write arguments to support claims with clear reasons and relevant evidence.<br>A. Introduce claim(s) and organize the reasons and evidence clearly.<br>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.<br>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.<br>D. Establish and maintain a formal/academic style, approach, and form.<br>E. Provide a concluding statement or section that follows from the argument presented |
| W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from the information or explanation presented |
| W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

| Formative Assessments | Summative Assessments |
|---|---|
| ● Social Studies Centers<br>● Discussions<br>● Quizzes<br>● Student Responses<br>● Entrance/Exit Slips | ● Test<br>● Common Assessment<br>● Essay<br>● Project |
| **Suggested Primary Resources** | **Suggested Supplemental Resources** |
| ● | ● Ancient Civilizations Interactive Notebook<br>● Ancient Civilization Reading Passages<br>● Ancient Civilization STEM Activities<br>● Mr. Corwin YouTube Videos<br>● Online Resources<br>● 6th Grade Social Studies Google Drive |

| Cross-Curricular Connections |
|---|
| ● Informational reading in social studies.<br>● Informational writing in social studies using similar structures.<br>● Consistent Academic Language |

| Enduring Understanding | Essential Questions |
|---|---|
| ● Mesopotamia was a blend of diverse cultures, whose unifying aspects were the rise of the concept of a city and written language.<br>● Mesopotamia is credited with the domestication of animals, agriculture, irrigation, sailboats, weapons of war, the chariot, the demarcation of hours, minutes and seconds.<br>● The river systems in Mesopotamia provided enough fertile land to support the growing populations.  Religion was based on the success and failure of the irrigation, crops and harvests. | ● What significant connection does the culture of Mesopotamia have to me?<br><br>● What were the elements of the culture which developed in ancient Mesopotamia?<br><br>● How did geography influence the development of ancient Mesopotamian cultures? |

| Differentiation | | |
|---|---|---|
| **504** | • preferential seating<br>• extended time on tests and assignments<br>• reduced homework or classwork<br>• verbal, visual, or technology aids | • modified textbooks or audio-video materials<br>• behavior management support<br>• adjusted class schedules or grading<br>• verbal testing |
| **Enrichment** | • Utilize collaborative media tools<br>• Provide differentiated feedback<br>• Opportunities for reflection<br>• | • Encourage student voice and input<br>• Model close reading<br>• Distinguish long term and short term goals |
| **IEP** | • Utilize "skeleton notes" where some required information is already filled in for the student<br>• Provide access to a variety of tools for responses<br>• Provide opportunities to build familiarity and to practice with multiple media tools<br>• Graphic organizers | • Leveled text and activities that adapt as students build skills<br>• Provide multiple means of action and expression<br>• Consider learning styles and interests<br>• Provide differentiated mentors |
| **ELLs** | • Pre-teach new vocabulary and meaning of symbols<br>• Embed glossaries or definitions<br>• Provide translations<br>• Connect new vocabulary to background knowledge | • Provide flash cards<br>• Incorporate as many learning senses as possible<br>• Portray structure, relationships, and associations through concept webs<br>• Graphic organizers |

| At-risk | <ul><li>Purposeful seating</li><li>Counselor involvement</li><li>Parent involvement</li></ul> | <ul><li>Contracts</li><li>Alternate assessments</li><li>Hands-on learning</li></ul> |
|---|---|---|
| **21st Century Skills** | | |
| <ul><li>Creativity</li><li>Innovation</li><li>Critical Thinking</li></ul> | | <ul><li>Problem Solving</li><li>Communication</li><li>Collaboration</li></ul> |
| **Integrating Technology** | | |
| <ul><li>Chromebooks</li><li>Internet research</li><li>Online programs</li></ul> | | <ul><li>Virtual collaboration and projects</li><li>Presentations using presentation hardware and software</li></ul> |

| Social Studies | Grade 6 | Unit 4 Ancient Egypt | Trimester 2 |
|---|---|---|---|

| Focus Indicator | |
|---|---|
| 6.2.8.A.2.a | Explain how/why different early river valley civilizations developed similar forms of government and legal structures. |
| 6.2.8.A.2.b | Determine the role of slavery in the economic and social structures of early river valley civilizations. |
| 6.2.8.B.2.a | Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. |
| 6.2.8.B.2.b | Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now. |
| 6.2.8.C.2.a | Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. |
| 6.2.8.D.2.a | Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. |
| 6.2.8.D.2.b | Explain how the development of written language transformed all aspects of life in early river valley civilizations. |
| 6.2.8.D.2.c | Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline. |
| 6.2.8.D.2.d | Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. |
| Companion Standards | |
| RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |

| RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
|---|---|
| RL.6.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented |
| W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from the information or explanation presented |
| W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |

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| RL.6.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| W.6.1 | Write arguments to support claims with clear reasons and relevant evidence.<br>A. Introduce claim(s) and organize the reasons and evidence clearly.<br>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.<br>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.<br>D. Establish and maintain a formal/academic style, approach, and form.<br>E. Provide a concluding statement or section that follows from the argument presented |
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| W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
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| RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |

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| RL.6.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
|---|---|
| W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. <br> A. Introduce claim(s) and organize the reasons and evidence clearly. <br> B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <br> C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <br> D. Establish and maintain a formal/academic style, approach, and form. <br> E. Provide a concluding statement or section that follows from the argument presented |
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| W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

| Formative Assessments | Summative Assessments |
|---|---|
| ● Social Studies Centers<br>● Discussions<br>● Quizzes<br>● Student Responses<br>● Entrance/Exit Slips | ● Test<br>● Common Assessment<br>● Essay<br>● Project |
| **Suggested Primary Resources** | **Suggested Supplemental Resources** |
| ● | ● Ancient Civilizations Interactive Notebook<br>● Ancient Civilization Reading Passages<br>● Ancient Civilization STEM Activities<br>● Mr. Corwin YouTube Videos<br>● Online Resources<br>● 6th Grade Social Studies Google Drive |
| **Cross-Curricular Connections** | |
| ● Informational reading in social studies.<br>● Informational writing in social studies using similar structures.<br>● Consistent Academic Language | |
| **Enduring Understanding** | **Essential Questions** |
| ● Ancient Egypt considered to be the greatest of the ancient civilizations and is credited with architectural innovation, agriculture, burial techniques, mythology, organized sports, glasswork and metallurgy.<br>● The river systems in Egypt provided enough fertile land to support the growing populations.  Religion was based on the success and failure of the irrigation, crops and harvests. | ● What were the elements of the culture which developed in ancient Egypt?<br>● How did geography influence the development of ancient Egyptian cultures? |

## Differentiation

| 504 | • preferential seating<br>• extended time on tests and assignments<br>• reduced homework or classwork<br>• verbal, visual, or technology aids | • modified textbooks or audio-video materials<br>• behavior management support<br>• adjusted class schedules or grading<br>• verbal testing |
|---|---|---|
| Enrichment | • Utilize collaborative media tools<br>• Provide differentiated feedback<br>• Opportunities for reflection<br>• | • Encourage student voice and input<br>• Model close reading<br>• Distinguish long term and short term goals |
| IEP | • Utilize "skeleton notes" where some required information is already filled in for the student<br>• Provide access to a variety of tools for responses<br>• Provide opportunities to build familiarity and to practice with multiple media tools<br>• Graphic organizers | • Leveled text and activities that adapt as students build skills<br>• Provide multiple means of action and expression<br>• Consider learning styles and interests<br>• Provide differentiated mentors |
| ELLs | • Pre-teach new vocabulary and meaning of symbols<br>• Embed glossaries or definitions<br>• Provide translations<br>• Connect new vocabulary to background knowledge | • Provide flash cards<br>• Incorporate as many learning senses as possible<br>• Portray structure, relationships, and associations through concept webs<br>• Graphic organizers |
| At-risk | • Purposeful seating<br>• Counselor involvement<br>• Parent involvement | • Contracts<br>• Alternate assessments<br>• Hands-on learning |

**Grade 6 Social Studies Curriculum Guide**

| 21st Century Skills | |
| --- | --- |
| <ul><li>Creativity</li><li>Innovation</li><li>Critical Thinking</li></ul> | <ul><li>Problem Solving</li><li>Communication</li><li>Collaboration</li></ul> |
| **Integrating Technology** | |
| <ul><li>Chromebooks</li><li>Internet research</li><li>Online programs</li></ul> | <ul><li>Virtual collaboration and projects</li><li>Presentations using presentation hardware and software</li></ul> |

| Social Studies | Grade 6 | Unit 5 Ancient Greece | Trimester 3 |
|---|---|---|---|

| Focus Indicator | |
|---|---|
| 6.2.8.A.3.b | 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. |
| 6.2.8.A.3.c | 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. |
| 6.2.8.A.3.d | Compare the status (i.e., political, economic, and social) 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. |
| 6.2.8.A.3.e | 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. |
| 6.2.8.B.3.a | Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. |
| 6.2.8.B.3.b | Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline. |
| 6.2.8.C.3.a | Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. |
| 6.2.8.C.3.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 areas, and to allow for greater division of labor |
| 6.2.8.D.3.a | Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. |

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| 6.2.8.D.3.c | Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. |
| 6.2.8.D.3.e | Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. |
| **Companion Standards** ||
| RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| RL.6.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented |
| W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from the information or explanation presented |
| W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

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| W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
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| Formative Assessments | Summative Assessments |
|---|---|
| <ul><li>Debate</li><li>Group Work</li><li>Quick Writing</li><li>Development of an argument supporting or refuting the theories of the impact of geography on Ancient Greek life.</li><li>Identification and analysis of the significant accomplishments of the great leaders of the Greek Empire.</li><li>Socratic seminar and Literature Circles</li><li>Primary source close reading</li><li>Use of maps and data to identify major locations in Ancient Greece</li><li>Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy)</li><li>Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of Greek Democracy.</li><li>Identification and analysis of the significant technological advances in Ancient Greece</li><li>Research and present an overview of the evolution of the city state of Athens or Sparta.</li></ul> | <ul><li>Unit Test</li><li>Midterm</li><li>Essay</li><li>Project</li></ul> |
| **Suggested Primary Resources** | **Suggested Supplemental Resources** |

| | |
|---|---|
| ● N/A | ● Teachers Pay Teachers shared folder<br>● Primary Documents (Political, Social)<br>● Art and Music Excerpts<br>● Videos and Film Excerpts |

| Cross-Curricular Connections | |
|---|---|

● Informational reading in social studies.
● Informational writing in social studies using similar structures.
● Consistent Academic Language

| Enduring Understanding | Essential Questions |
|---|---|
| ● Cultures developed in Greece impacted contemporary civilization by providing a baseline for philosophical political and scientific thinking, high bars in the fine arts and athletics, as well as military strategies that enabled those elements to persist, | ● What were the elements of the culture which developed in Ancient Greece?<br><br>● How did geography influence the development of ancient Greek cultures?<br><br>● What significant connection does the culture of Ancient Greece have to me? |

| Differentiation | | |
|---|---|---|
| **504** | ● preferential seating<br>● extended time on tests and assignments<br>● reduced homework or classwork<br>● verbal, visual, or technology aids | ● modified textbooks or audio-video materials<br>● behavior management support<br>● adjusted class schedules or grading<br>● verbal testing |
| **Enrichment** | ● Utilize collaborative media tools<br>● Provide differentiated feedback<br>● Opportunities for reflection<br>● | ● Encourage student voice and input<br>● Model close reading<br>● Distinguish long term and short term goals |

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| **IEP** | <ul><li>Utilize "skeleton notes" where some required information is already filled in for the student</li><li>Provide access to a variety of tools for responses</li><li>Provide opportunities to build familiarity and to practice with multiple media tools</li><li>Graphic organizers</li></ul> | <ul><li>Leveled text and activities that adapt as students build skills</li><li>Provide multiple means of action and expression</li><li>Consider learning styles and interests</li><li>Provide differentiated mentors</li></ul> |
| **ELLs** | <ul><li>Pre-teach new vocabulary and meaning of symbols</li><li>Embed glossaries or definitions</li><li>Provide translations</li><li>Connect new vocabulary to background knowledge</li></ul> | <ul><li>Provide flash cards</li><li>Incorporate as many learning senses as possible</li><li>Portray structure, relationships, and associations through concept webs</li><li>Graphic organizers</li></ul> |
| **At-risk** | <ul><li>Purposeful seating</li><li>Counselor involvement</li><li>Parent involvement</li></ul> | <ul><li>Contracts</li><li>Alternate assessments</li><li>Hands-on learning</li></ul> |

## 21st Century Skills

| | |
|---|---|
| <ul><li>Creativity</li><li>Innovation</li><li>Critical Thinking</li></ul> | <ul><li>Problem Solving</li><li>Communication</li><li>Collaboration</li></ul> |

## Integrating Technology

| | |
|---|---|
| ● Chromebooks<br>● Internet research<br>● Online programs | ● Virtual collaboration and projects<br>● Presentations using presentation hardware and software |

| Social Studies | Grade 6 | Unit 6 Ancient Rome | Trimester 3 |
|---|---|---|---|

| Focus Indicator | |
|---|---|
| 6.2.8.A.3.b | 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. |
| 6.2.8.A.3.c | 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution. |
| 6.2.8.A.3.d | Compare the status (i.e., political, economic, and social) 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. |
| 6.2.8.A.3.e | 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. |
| 6.2.8.B.3.a | Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. |
| 6.2.8.C.3.a | Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. |
| 6.2.8.C.3.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 areas, and to allow for greater division of labor |
| 6.2.8.D.3.a | Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. |
| 6.2.8.D.3.b | Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China |

| 6.2.8.D.3.c | Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. |
|---|---|
| 6.2.8.D.3.e | Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. |
| **Companion Standards** ||
| RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| RL.6.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented |
| W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from the information or explanation presented |
| W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

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| W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|---|---|

| Formative Assessments | Summative Assessments |
|---|---|
| <ul><li>Debate</li><li>Group Work</li><li>Quick Writing</li><li>Development of an argument supporting or refuting the theories of the impact of geography on Ancient Greek life.</li><li>Identification and analysis of the significant accomplishments of the great leaders of the Greek Empire.</li><li>Socratic seminar and Literature Circles</li><li>Primary source close reading</li><li>Use of maps and data to identify major locations in the Roman Empire</li><li>Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy)</li><li>Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of the Roman military.</li><li>Identification and analysis of the significant technological advances in Ancient Rome</li><li>Research and present an overview of the evolution of the city of Rome.</li></ul> | <ul><li>Unit Test</li><li>Midterm</li><li>Essay</li><li>Project</li></ul> |
| **Suggested Primary Resources** | **Suggested Supplemental Resources** |

| | |
|---|---|
| ● N/A | ● Teachers Pay Teachers shared folder<br>● Primary Documents (Political, Social)<br>● Art and Music Excerpts<br>● Videos and Film Excerpts |

| Cross-Curricular Connections | |
|---|---|
| ● Informational reading in social studies.<br>● Informational writing in social studies using similar structures.<br>● Consistent Academic Language | |

| Enduring Understanding | Essential Questions |
|---|---|
| ● Cultures developed in Rome that impact contemporary civilization by providing a continuance of classical sciences and the humanities; the skill sets for the construction of aqueducts, bridges and roads; am organized blueprint for centralized government and the emergence of Romance languages. | ● What were the elements of the culture which developed in Ancient Rome?<br><br>● How did geography influence the development of ancient Roman cultures? |

| Differentiation | | |
|---|---|---|
| **504** | ● preferential seating<br>● extended time on tests and assignments<br>● reduced homework or classwork<br>● verbal, visual, or technology aids | ● modified textbooks or audio-video materials<br>● behavior management support<br>● adjusted class schedules or grading<br>● verbal testing |
| **Enrichment** | ● Utilize collaborative media tools<br>● Provide differentiated feedback<br>● Opportunities for reflection<br>● | ● Encourage student voice and input<br>● Model close reading<br>● Distinguish long term and short term goals |

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| IEP | <ul><li>Utilize "skeleton notes" where some required information is already filled in for the student</li><li>Provide access to a variety of tools for responses</li><li>Provide opportunities to build familiarity and to practice with multiple media tools</li><li>Graphic organizers</li></ul> | <ul><li>Leveled text and activities that adapt as students build skills</li><li>Provide multiple means of action and expression</li><li>Consider learning styles and interests</li><li>Provide differentiated mentors</li></ul> |
| --- | --- | --- |
| ELLs | <ul><li>Pre-teach new vocabulary and meaning of symbols</li><li>Embed glossaries or definitions</li><li>Provide translations</li><li>Connect new vocabulary to background knowledge</li></ul> | <ul><li>Provide flash cards</li><li>Incorporate as many learning senses as possible</li><li>Portray structure, relationships, and associations through concept webs</li><li>Graphic organizers</li></ul> |
| At-risk | <ul><li>Purposeful seating</li><li>Counselor involvement</li><li>Parent involvement</li></ul> | <ul><li>Contracts</li><li>Alternate assessments</li><li>Hands-on learning</li></ul> |

## 21st Century Skills

| | |
| --- | --- |
| <ul><li>Creativity</li><li>Innovation</li><li>Critical Thinking</li></ul> | <ul><li>Problem Solving</li><li>Communication</li><li>Collaboration</li></ul> |

## Integrating Technology

| | |
|---|---|
| • Chromebooks<br>• Internet research<br>• Online programs | • Virtual collaboration and projects<br>• Presentations using presentation hardware and software |

| Social Studies | Grade 6 | Unit 7 Middle Ages | Trimester 3 |
|---|---|---|---|

| Focus Indicator | |
|---|---|
| 6.2.8.A.4.a | Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. |
| 6.2.8.A.4.b | Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order. |
| 6.2.8.A.4.c | Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions. |
| 6.2.8.B.4.a | Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. |
| 6.2.8.B.4.e | Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges. |
| 6.2.8.B.4.f | Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. |
| 6.2.8.C.4.a | Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas). |
| 6.2.8.C.4.b | Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts |
| 6.2.8.D.4. a | Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. |

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| 6.2.8.D.4.b | Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. . |
| 6.2.8.D.4.c | Assess the demographic, economic, and religious impact of the plague on Europe. |
| 6.2.8.D.4.d | Determine which events led to the rise and eventual decline of European feudalism. |
| 6.2.8.D.4.f | Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe. |
| 6.2.8.D.4.g | Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time |
| **Companion Standards** | |
| RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| RH.6-8.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| RL.6.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. <br> A. Introduce claim(s) and organize the reasons and evidence clearly. <br> B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <br> C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <br> D. Establish and maintain a formal/academic style, approach, and form. <br> E. Provide a concluding statement or section that follows from the argument presented |
| W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic |

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| | | |
|---|---|---|
| | with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from the information or explanation presented | |
| W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | |
| W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | |

| Formative Assessments | Summative Assessments |
|---|---|
| <ul><li>Debate</li><li>Group Work</li><li>Quick Writing</li><li>Development of an argument supporting or refuting the theories of the impact of geography on Ancient Greek life.</li><li>Identification and analysis of the significant accomplishments of the great leaders of the Greek Empire.</li><li>Socratic seminar and Literature Circles</li><li>Primary source close reading</li><li>Use of maps and data to identify major locations in Medieval Europe</li><li>Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy)</li></ul> | <ul><li>Unit Test</li><li>Midterm</li><li>Essay</li><li>Project</li></ul> |

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|---|---|
| <ul><li>Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of Scholasticism.</li><li>Identification and analysis of the significant wars during the Middle Ages</li><li>Research and present an overview of the evolution of the Catholic Church during the Middle Ages.</li></ul> | |
| **Suggested Primary Resources** | **Suggested Supplemental Resources** |
| <ul><li>N/A</li></ul> | <ul><li>Teachers Pay Teachers shared folder</li><li>Primary Documents (Political, Social)</li><li>Art and Music Excerpts</li><li>Videos and Film Excerpts</li></ul> |
| **Cross-Curricular Connections** | |
| <ul><li>Informational reading in social studies.</li><li>Informational writing in social studies using similar structures.</li><li>Consistent Academic Language</li></ul> | |
| **Enduring Understanding** | **Essential Questions** |
| <ul><li>The cultures of the modern world are based on the preservation of ancient cultures that took place during the Middle Ages. The story of the protection and maintenance of those ideas and art forms helps students to understand and respect modern cultures.</li></ul> | <ul><li>What elements of ancient cultures were preserved by scholars during the Middle Ages?</li><li>What elements of the culture that evolved during the Middle Ages are present in American culture today?</li></ul> |

| **Differentiation** | | |
|---|---|---|
| **504** | <ul><li>preferential seating</li><li>extended time on tests and assignments</li><li>reduced homework or classwork</li><li>verbal, visual, or technology aids</li></ul> | <ul><li>modified textbooks or audio-video materials</li><li>behavior management support</li><li>adjusted class schedules or grading</li><li>verbal testing</li></ul> |

| Enrichment | • Utilize collaborative media tools<br>• Provide differentiated feedback<br>• Opportunities for reflection<br>• | • Encourage student voice and input<br>• Model close reading<br>• Distinguish long term and short term goals |
|---|---|---|
| IEP | • Utilize "skeleton notes" where some required information is already filled in for the student<br>• Provide access to a variety of tools for responses<br>• Provide opportunities to build familiarity and to practice with multiple media tools<br>• Graphic organizers | • Leveled text and activities that adapt as students build skills<br>• Provide multiple means of action and expression<br>• Consider learning styles and interests<br>• Provide differentiated mentors |
| ELLs | • Pre-teach new vocabulary and meaning of symbols<br>• Embed glossaries or definitions<br>• Provide translations<br>• Connect new vocabulary to background knowledge | • Provide flash cards<br>• Incorporate as many learning senses as possible<br>• Portray structure, relationships, and associations through concept webs<br>• Graphic organizers |
| At-risk | • Purposeful seating<br>• Counselor involvement<br>• Parent involvement | • Contracts<br>• Alternate assessments<br>• Hands-on learning |
| **21st Century Skills** | | |
| • Creativity<br>• Innovation | | • Problem Solving<br>• Communication |

| | |
|---|---|
| ● Critical Thinking | ● Collaboration |
| **Integrating Technology** ||
| ● Chromebooks<br>● Internet research<br>● Online programs | ● Virtual collaboration and projects<br>● Presentations using presentation hardware and software |

# Appendix A

| Content Statements and Rationale: | NJSLS: |
|---|---|
|  | **6.1.12.D.3.e** |
| **Culture is the tapestry of the arts and other intellectual achievements, including philosophy, religion, customs, fine arts and social institutions. The elements of past cultures have persisted throughout history.  Studying their evolution connects us to the past and to each other.** | **Companion Standards:** <br><br> **RH 6-8.1,4-10** <br> **WHST 6-8.2** |
| **Overarching Essential Questions:** <br><br> **Why is it valuable to study the evolution of culture?** | **Overarching Enduring Understandings:** <br><br> **Every culture has unique and specific elements which define it.  Studying past cultures helps us understand and appreciate present cultures**. |
| **Unit Essential Questions:** <br><br> **What is culture?** | **Unit Enduring Understandings:** <br><br> **Culture is the manifestation of human intellectual achievement.  It is identified by the** |

| | |
|---|---|
| **How can I identify elements of the culture of my world and of the rest of the world?** | **way people live, the art they create and what they think about.**<br><br>**I can learn about culture by doing things like, listening to music, looking at art, watching a theatrical production, reading the thoughts of philosophers and writers, looking for patterns in social media, understanding the way technology impacts us and paying attention to the rituals people follow.** |
| **Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.**<br><br>**Précis of primary documents and multimedia excerpts**<br><br>**Development of an argument supporting or refuting the ways I which art and music reflect culture.**<br><br>**Identification and analysis of the significant accomplishments of technology.**<br><br>**Presentation of a comparison and contrast of American culture and one other country.**<br><br>**Digital Literacy Benchmarks:**<br><br>**Executive Functioning Benchmarks:** | **Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):**<br><br>**Close reading and précis of primary documents and/or visual and audio clips from the time period**<br><br>**Engagement during Socratic Seminar and Discussion**<br><br>**Capacity to research, analyze and report salient information** |
| **Key Terms (Essential Vocabulary):** | |

**Culture**
**Symbols**
**Language**
**Transmission**
**Gestures**
**Values**
**Value Conflict**
**Norms**
**Folkways**
**Mores**
**Taboo**
**Culture Shock**
**Multicultural**
**Counterculture**
**Subculture**
**Global Village**
**Fine Arts**
**Philosophy**
**Intellectual**
**Ideas**

**Resources:**

**Internet**
**Media Center Databases**
**Classroom Texts**

**Primary Documents (Political, Social)**
**Art and Music Excerpts**
**Videos and Film Excerpts**

| Suggested Activities for Inclusion in Lesson Planning<br>Interdisciplinary Connections are identified with and I, followed by the related content area(s):<br><br>Socratic seminar and Literature Circles<br>Primary source close reading<br>Use of maps and data to identify major locations of museums, theaters and other fine arts venues in the world.<br>Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy)<br>Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of social media.<br>Identification and analysis of the significant technological advances in the past ten years.<br>Research and present an overview of the culture of MAS. | |
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| **Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):**<br><br>**Special Needs** – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model.  Students with 504s will receive the support those documents dictate.<br><br>**ELL** – Language support, as needed.  Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows.  Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking. | **Suggested Timeline:**<br><br>**6 weeks** |

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| **Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars**<br><br>**Mainstream Learners – Formative assessments to gage understanding and learning; close reading and participation in Socratic Seminar** | |

# Appendix

| Differentiation | |
|---|---|
| **Enrichment** | <ul><li>Utilize collaborative media tools</li><li>Provide differentiated feedback</li><li>Opportunities for reflection</li><li>Encourage student voice and input</li><li>Model close reading</li><li>Distinguish long term and short term goals</li></ul> |

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| **Intervention & Modification** | <ul><li>Utilize "skeleton notes" where some required information is already filled in for the student</li><li>Provide access to a variety of tools for responses</li><li>Provide opportunities to build familiarity and to practice with multiple media tools</li><li>Leveled text and activities that adapt as students build skills</li><li>Provide multiple means of action and expression</li><li>Consider learning styles and interests</li><li>Provide differentiated mentors</li><li>Graphic organizers</li></ul> |
| **ELLs** | <ul><li>Pre-teach new vocabulary and meaning of symbols</li><li>Embed glossaries or definitions</li><li>Provide translations</li><li>Connect new vocabulary to background knowledge</li><li>Provide flash cards</li><li>Incorporate as many learning senses as possible</li><li>Portray structure, relationships, and associations through concept webs</li><li>Graphic organizers</li></ul> |
| <div align="center">**21st Century Skills**</div> | |
| <ul><li>Creativity</li><li>Innovation</li><li>Critical Thinking</li><li>Problem Solving</li><li>Communication</li><li>Collaboration</li></ul> | |

## Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

**Audubon Public Schools**
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**
**Written By: Lisa McGilloway Revised By:  Beth Canzanese**
**Course Title: 6th Grade Social Studies**
**Unit Name: Early Man Grade Level: 6**
**Approved, June, 2017**

| Content Statements and Rationale: | NJSLS: |
|---|---|
| The study of early man teaches us that what we leave behind often tells more about what we were than our words; it also reminds us that there is much we do not know along the vast timeline of prehistory.  We can know some things about the culture of early man and they serve to show us that we have a connection to human beings in our very distant past. | 6.2.8.A-D.1 All<br><br>Companion Standards:<br><br>RH 6-8.1.4-10<br>WHST 6-8.1-2 |
| Overarching Essential Questions: | Overarching Enduring Understandings:<br><br>Many changes took place as human beings began to live longer and began to move to different places. |

| | |
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| What significant connection does the culture of Early Man have to me? | Prehistoric cultures give us an understanding of why we follow certain rituals and why we behave in certain ways, |
| **Unit Essential Questions:**<br><br>**How do we know about the culture established by prehistoric people**<br><br><br><br>**What do we know about the culture established by prehistoric people?**<br><br>**How did geography impact Early Man?** | **Unit Enduring Understandings:**<br><br>**We know about the culture of Early Human Beings by finding and studying the things they made and the food they ate.**<br><br>**Early human beings spent most of their day surviving - gathering food and protecting themselves against the climate and other animals. Eventually they began to draw pictures to show events like hunting. We know they invented and discovered things that helped them to survive and to eventually settle in one place, like making fire, using tools, domesticating animals and farming.**<br><br>**Climate impacted survival of certain human beings and geography determined the capacity to travel great distances.** |
| **Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.**<br><br>**Précis of primary documents and multimedia excerpts** | **Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):**<br><br>**Close reading and précis of primary documents and/or visual and audio clips from the time period**<br><br>**Engagement during Socratic Seminar and Discussion** |

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|---|---|
| **Development of an argument supporting or refuting the theories of the impact of geography on Early Man.**<br><br>**Identification and analysis of the significant accomplishments of Early Man**<br><br>**Presentation of the cave drawings.**<br><br>**Digital Literacy Benchmarks:**<br><br>**Executive Functioning Benchmarks:** | **Capacity to research, analyze and report salient information** |

**Key Terms (Essential Vocabulary):**

**Environment**

**Tools**

**Technology**

**Band** .

**Clan**

**Paleolithic**

**Mesolithic**

**Neolithic**

**Ritual**

**Hominid**

**Homo Habilis**

**Homo Erectus**

**Homo Sapiens**

**Homo Sapien Sapiens**

**Genus**

**Hunter-Gatherer**

**Ice Age**

**Land Bridge**

**Glacier**

**Resources:**

**Internet**
**Media Center Databases**
**Classroom Texts**

| |
|---|
| **Primary Documents (Political, Social)**<br>**Art and Music Excerpts**<br>**Videos and Film Excerpts** |
| **Suggested Activities for Inclusion in Lesson Planning**<br>**Interdisciplinary Connections are identified with and I, followed by the related content area(s):**<br><br>**Socratic seminar and Literature Circles**<br>**Primary source close reading**<br>**Use of maps and data to identify major locations of prehistoric human settlements.**<br>**Précis of primary documents and multimedia excerpts (I:  Technology and Digital Literacy)**<br>**Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of the discovery of agricultural.**<br>**Identification and analysis of the significant technological advances in prehistoric times.**<br>**Research and present an overview of the migration of Early Man.** |

| Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level): | Suggested Timeline: |
|---|---|
| **Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):** | **Suggested Timeline:** |
| | **6 weeks** |
| **Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model.  Students with 504s will receive the support those documents dictate.** | |
| **ELL – Language support, as needed.  Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows.  Depending on** | |

| the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.

Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars

Mainstream Learners – Formative assessments to gage understanding and learning; close reading and participation in Socratic Seminar | |
|---|---|

# Appendix

| Differentiation | |
|---|---|
| **Enrichment** | <ul><li>Utilize collaborative media tools</li><li>Provide differentiated feedback</li><li>Opportunities for reflection</li><li>Encourage student voice and input</li><li>Model close reading</li><li>Distinguish long term and short term goals</li></ul> |

| Intervention & Modification | <ul><li>Utilize "skeleton notes" where some required information is already filled in for the student</li><li>Provide access to a variety of tools for responses</li><li>Provide opportunities to build familiarity and to practice with multiple media tools</li><li>Leveled text and activities that adapt as students build skills</li><li>Provide multiple means of action and expression</li><li>Consider learning styles and interests</li><li>Provide differentiated mentors</li><li>Graphic organizers</li></ul> |
|---|---|
| ELLs | <ul><li>Pre-teach new vocabulary and meaning of symbols</li><li>Embed glossaries or definitions</li><li>Provide translations</li><li>Connect new vocabulary to background knowledge</li><li>Provide flash cards</li><li>Incorporate as many learning senses as possible</li><li>Portray structure, relationships, and associations through concept webs</li><li>Graphic organizers</li></ul> |

## 21st Century Skills

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

| Integrating Technology |
| --- |
| <ul><li>Chromebooks</li><li>Internet research</li><li>Online programs</li><li>Virtual collaboration and projects</li><li>Presentations using presentation hardware and software</li></ul> |

**Audubon Public Schools**
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**
**Written By: Lisa McGilloway Revised By:  Beth Canzanese**
**Course Title: 6th Grade Social Studies**
**Unit Name: Ancient Egypt and Mesopotamia Grade Level: 6**
**Approved June, 2017**

| Content Statements and Rationale: | NJSLS: |
| --- | --- |
| **Early western civilizations are the foundation of modern western culture. Understanding the creativity, innovation, technology and governmental/military systems of the first western civilizations connects students to their past and to the aspects of our culture that stand the test of time. Cultures developed in ancient Egypt and Mesopotamia include all of the sciences and the humanities:  the first armies emerged, religion evolved into political entities and technology met the challenges of the exponentially growing population and the civilization that could develop as a result of the fertile land and human ingenuity.** | **6.2.8.A.1 All**<br><br>**Companion Standards**<br><br>**RH 6-8.1-4,10**<br><br>**WHST 6-8.2** |

| Overarching Essential Questions: | Overarching Enduring Understandings: |
|---|---|
| What significant connection does the culture of Mesopotamia and Ancient Egypt have to me? | Cultures developed in ancient Egypt and Mesopotamia that impact contemporary civilization by providing a lasting blueprint for the sciences and the humanities. A well-developed culture began in ancient Mesopotamia and was influenced in part by the geography of the region.  A complex culture developed around the Nile River Valley in ancient Egypt. |
| Unit                   Essential                   Questions:

What were the elements of the culture which developed in ancient Mesopotamia?

What were the elements of the culture which developed in ancient Egypt?

How did geography influence the development of ancient Mesopotamian and Egyptian cultures? | Unit Enduring Understandings:

Mesopotamia was a blend of diverse cultures, whose unifying aspects were the rise of the concept of a city and written language. It is credited with the domestication of animals, agriculture, irrigation, sailboats, weapons of war, the chariot, the demarcation of hours, minutes and seconds.

Ancient Egypt considered to be the greatest of the ancient civilizations and is credited with architectural innovation, agriculture, burial techniques, mythology, organized sports, glasswork and metallurgy.

The river systems in Mesopotamia and Egypt provided enough fertile land to support the growing populations.  Religion was based on the success and failure of the irrigation, crops and harvests. |

| Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards. | Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): |
|---|---|
| **Précis of primary documents and multimedia excerpts** | Close reading and précis of primary documents and/or visual and audio clips from the time period |
| **Development of an argument supporting or refuting the theories of the building of the pyramids** | Engagement during Socratic Seminar and Discussion |
| **Identification and analysis of the significant accomplishments of the great leaders of Mesopotamia and Egypt** | Capacity to research, analyze and report salient information |
| **Presentation of Mesopotamian culture** | |
| **Digital Literacy Benchmarks:** | |
| **Executive Functioning Benchmarks:** | |

**Key Terms (Essential Vocabulary):**

Archeology
Artifact
Tigris and Euphrates
Mesopotamia
Empire
Cradle of Civilization
Sumer
Irrigation
Ziggurat
Cuneiform
Priest-King
Gilgamesh

**Akkadians**
**Sargon I**
**Hammurabi**
**Ankh**
**Cartouche**
**Ka**
**Mummy**
**Papyrus**
**Pharaoh**
**Pyramid**
**Sarcophagus**
**Scarab**
**Temple**
**The Nile**
**Valley of the Kings**
**Hieroglyphics**
**Cleopatra**
**King Tut**
**Ramses the Great**

**Resources:**

**Internet**
**Media Center Databases**
**Classroom Texts**

**Primary Documents (Political, Social)**
**Art and Music Excerpts**
**Videos and Film Excerpts**

| Suggested Activities for Inclusion in Lesson Planning<br>Interdisciplinary Connections are identified with and I, followed by the related content area(s):<br><br>Socratic seminar and Literature Circles<br>Primary source close reading<br>Use of maps and data to identify major locations in Mesopotamia and Egypt<br>Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy)<br>Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of mythology<br>Identification and analysis of the significant technological advances in Mesopotamia and Ancient Egypt<br>Research and present an overview of the evolution of the city | |
|---|---|
| **Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):**<br><br>**Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.**<br><br>**ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.** | **Suggested Timeline:**<br><br>**6 weeks** |

| | |
|---|---|
| **Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars**<br><br>**Mainstream Learners – Formative assessments to gage understanding and learning; close reading and participation in Socratic Seminar** | |

# Appendix

| Differentiation | |
|---|---|
| **Enrichment** | • Utilize collaborative media tools<br>• Provide differentiated feedback<br>• Opportunities for reflection<br>• Encourage student voice and input<br>• Model close reading<br>• Distinguish long term and short term goals |

| Intervention & Modification | <ul><li>Utilize "skeleton notes" where some required information is already filled in for the student</li><li>Provide access to a variety of tools for responses</li><li>Provide opportunities to build familiarity and to practice with multiple media tools</li><li>Leveled text and activities that adapt as students build skills</li><li>Provide multiple means of action and expression</li><li>Consider learning styles and interests</li><li>Provide differentiated mentors</li><li>Graphic organizers</li></ul> |
|---|---|
| ELLs | <ul><li>Pre-teach new vocabulary and meaning of symbols</li><li>Embed glossaries or definitions</li><li>Provide translations</li><li>Connect new vocabulary to background knowledge</li><li>Provide flash cards</li><li>Incorporate as many learning senses as possible</li><li>Portray structure, relationships, and associations through concept webs</li><li>Graphic organizers</li></ul> |

## 21st Century Skills

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

| Integrating Technology |
| --- |
| <ul><li>Chromebooks</li><li>Internet research</li><li>Online programs</li><li>Virtual collaboration and projects</li><li>Presentations using presentation hardware and software</li></ul> |

**Audubon Public Schools**
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**
**Written By: Lisa McGilloway Revised By:  Beth Canzanese**
**Course Title: 6th Grade Social Studies**
**Unit Name: Ancient Greece Grade Level: 6**
**Approved June, 2017**

| Content Statements and Rationale: | NJSLS: |
| --- | --- |
| **Early western civilizations are the foundation of modern western culture. Understanding the creativity, innovation, technology and governmental/military systems of the first western civilizations connects students to their past and to the aspects of our culture that stand the test of time. Cultures developed in Ancient Greece established the foundations of philosophy, military strategy , democracy, the fine arts and organized sports.** | **6.2.8.A-B.3 All**<br><br>**Companion Standards:**<br><br>**RH 6-8 1,.4-10**<br>**WHST 6-8. 2** |

| Overarching Essential Questions: | Overarching Enduring Understandings: |
|---|---|
| What significant connection does the culture of Ancient Greece have to me? | Cultures developed in Greece impacted contemporary civilization by providing a baseline for philosophical political and scientific thinking, high bars in the fine arts and athletics, as well as military strategies that enabled those elements to persist, |
| Unit                    Essential                    Questions:<br><br><br><br>What were the elements of the culture which developed in Ancient Greece?<br>How did geography influence the development of ancient Greek cultures? | Unit Enduring Understandings:<br><br>Greek Culture included both militaristic and democratic governments; successful military strategies; the concept of the ideal in both art and philosophy; the foundations of science; the birth of the theater, the organization of athletics and the formulation of a rich and sustained mythology.<br><br>The geography of Ancient Greece impacted culture through its proximity to the sea, which provided access to needed natural resources; through its mountainous terrain which prevented the growth of a large population and limited diet; and through  a climate that supported an outdoor life. |

| Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards. | Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): |
|---|---|
| Précis of primary documents and multimedia excerpts | Close reading and précis of primary documents and/or visual and audio clips from the time period |
| Development of an argument supporting or refuting the theories of the impact of geography on Ancient Greek life. | Engagement during Socratic Seminar and Discussion |
| Identification and analysis of the significant accomplishments of the great leaders of the Greek Empire. | Capacity to research, analyze and report salient information |
| Presentation of Greek culture | |
| Digital Literacy Benchmarks: | |
| Executive Functioning Benchmarks: | |

**Key Terms (Essential Vocabulary):**


**peninsula**

**acropolis**

**aristocrat**

**tyrant**

**democracy**

**oracle**

**philosopher**

**tragedy**

**tribute**

**agora**

**helot**

**plague**

**blockade**

**barbarian**

**Hellenistic**

**Resources:**

**Internet**
**Media Center Databases**
**Classroom Texts**

**Primary Documents (Political, Social)**
**Art and Music Excerpts**

| Videos and Film Excerpts | |
|---|---|
| **Suggested Activities for Inclusion in Lesson Planning**<br>**Interdisciplinary Connections are identified with and I, followed by the related content area(s):**<br><br>**Socratic seminar and Literature Circles**<br>**Primary source close reading**<br>**Use of maps and data to identify major locations in Ancient Greece**<br>**Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy)**<br>**Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of Greek Democracy.**<br>**Identification and analysis of the significant technological advances in Ancient Greece**<br>**Research and present an overview of the evolution of the city state of Athens or Sparta.** | |
| **Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):**<br><br>**Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.**<br><br>**ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write** | **Suggested Timeline:**<br><br>**6 weeks** |

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| **instead of speaking; and opportunities to practice speaking.**<br><br>**Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars**<br><br>**Mainstream Learners – Formative assessments to gage understanding and learning; close reading and participation in Socratic Seminar** | |

# Appendix

| Differentiation | |
|---|---|
| **Enrichment** | <ul><li>Utilize collaborative media tools</li><li>Provide differentiated feedback</li><li>Opportunities for reflection</li><li>Encourage student voice and input</li><li>Model close reading</li><li>Distinguish long term and short term goals</li></ul> |

| Intervention & Modification | <ul><li>Utilize "skeleton notes" where some required information is already filled in for the student</li><li>Provide access to a variety of tools for responses</li><li>Provide opportunities to build familiarity and to practice with multiple media tools</li><li>Leveled text and activities that adapt as students build skills</li><li>Provide multiple means of action and expression</li><li>Consider learning styles and interests</li><li>Provide differentiated mentors</li><li>Graphic organizers</li></ul> |
|---|---|
| ELLs | <ul><li>Pre-teach new vocabulary and meaning of symbols</li><li>Embed glossaries or definitions</li><li>Provide translations</li><li>Connect new vocabulary to background knowledge</li><li>Provide flash cards</li><li>Incorporate as many learning senses as possible</li><li>Portray structure, relationships, and associations through concept webs</li><li>Graphic organizers</li></ul> |

## 21st Century Skills

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

| Integrating Technology |
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- Chromebooks
- Internet research
- Online programs
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- Presentations using presentation hardware and software

**Audubon Public Schools**
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**
**Written By: Lisa McGilloway Revised By:  Beth Canzanese**
**Course Title: 6ᵗʰ Grade Social Studies**
**Unit Name: Ancient Rome Grade Level: 6**
**June, 2017**

| Content Statements and Rationale: | NJSLS: |
| --- | --- |
| **Early western civilizations are the foundation of modern western culture. Understanding the creativity, innovation, technology and governmental/military systems of the first western civilizations connects students to their past and to the aspects of our culture that stand the test of time. Cultures developed in Ancient Rome were influenced initially by the Greeks and later by the advent of Christianity.** | **6.2.8.A-B.3 All**<br><br>**Companon Standards:**<br><br>**RH 6-8.1, 4-10**<br>**WHST 6-8 .2** |
| **Overarching Essential Questions:** | **Overarching Enduring Understandings:** |

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| **What significant connection does the culture of Ancient Rome have to me?** | **Cultures developed in Rome that impact contemporary civilization by providing a continuance of classical sciences and the humanities; the skill sets for the construction of aqueducts, bridges and roads; am organized blueprint for centralized government and the emergence of Romance languages.** |
| **Unit                Essential                Questions:**<br><br><br>**What were the elements of the culture which developed in Ancient Rome?**<br>**How did geography influence the development of ancient Roman cultures?** | **Unit Enduring Understandings:**<br><br>**Roman Culture was defined by economic status. The wealthy lived in big country homes and had many servants, their entertainment included theater productions.   The poor lived in the city in substandard housing, their entertainment included chariot races and gladiator fights.**<br><br>**The man was the head of any Roman family. All Romans shared family dinners and public baths.  Their early religion included many gods and after Constantine, many converted to Christianity.  Their system of law was based on the Code of Justinian.**<br><br>**The geography of Ancient Rome provided protection from invasion, fertile land, trade routes and population diversity.** |

**Grade 6 Social Studies Curriculum Guide**

| Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards. | Unit Student Learning Overview (What will the students do to demonstrate learning in this unit): |
|---|---|
| Précis of primary documents and multimedia excerpts | Close reading and précis of primary documents and/or visual and audio clips from the time period |
| Development of an argument supporting or refuting the theories of the impact of Christianity on the Roman Empire | Engagement during Socratic Seminar and Discussion |
| Identification and analysis of the significant accomplishments of the great leaders of the Roman Empire. | Capacity to research, analyze and report salient information |
| Presentation of Roman culture | |
| Digital Literacy Benchmarks: | |
| Executive Functioning Benchmarks: | |

**Key Terms (Essential Vocabulary):**


**republic**

**consul**

**patrician**

**plebeian**

**veto**

**dictator**

**Pax Romana**

**Colosseum**

**aqueduct**

**villa**

**circus**

**gladiator**

**Christianity**

**messiah**

**disciple**

**epistle**

**martyr**

**Constantine**

**mercenary**

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| **inflation** |
| **Resources:**<br><br>**Internet**<br>**Media Center Databases**<br>**Classroom Texts**<br><br>**Primary Documents (Political, Social)**<br>**Art and Music Excerpts**<br>**Videos and Film Excerpts** |
| **Suggested Activities for Inclusion in Lesson Planning**<br>**Interdisciplinary Connections are identified with and I, followed by the related content area(s):**<br><br>**Socratic seminar and Literature Circles**<br>**Primary source close reading**<br>**Use of maps and data to identify major locations in Mesopotamia and Egypt**<br>**Précis of primary documents and multimedia excerpts (I:  Technology and Digital Literacy)**<br>**Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of the Roman military.**<br>**Identification and analysis of the significant technological advances in Ancient Rome**<br>**Research and present an overview of the evolution of the city of Rome.** |

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| **Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):**<br><br>**Special Needs – Students with IEPs will be placed in classes with additional instructional support,** | **Suggested Timeline:**<br><br>**6 weeks** |

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| **delivered in a co-teaching model.  Students with 504s will receive the support those documents dictate.**<br><br>**ELL – Language support, as needed.  Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows.  Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.**<br><br>**Gifted Learners –  Deeper investigations of content and primary documents;  close reading tasks, where possible; lead roles during Socratic Seminars**<br><br>**Mainstream Learners – Formative assessments to gage understanding and learning; close reading and participation in Socratic Seminar** | |

# Appendix

| **Differentiation** |
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| **Enrichment** | <ul><li>Utilize collaborative media tools</li><li>Provide differentiated feedback</li><li>Opportunities for reflection</li><li>Encourage student voice and input</li><li>Model close reading</li><li>Distinguish long term and short term goals</li></ul> |
| **Intervention & Modification** | <ul><li>Utilize "skeleton notes" where some required information is already filled in for the student</li><li>Provide access to a variety of tools for responses</li><li>Provide opportunities to build familiarity and to practice with multiple media tools</li><li>Leveled text and activities that adapt as students build skills</li><li>Provide multiple means of action and expression</li><li>Consider learning styles and interests</li><li>Provide differentiated mentors</li><li>Graphic organizers</li></ul> |
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| **21st Century Skills** ||

**Grade 6 Social Studies Curriculum Guide**

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**Audubon Public Schools**
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**
**Written By: Lisa McGilloway Revised By:  Beth Canzanese**
**Course Title: 6ᵗʰ Grade Social Studies**
**Unit Name: Middle Ages Grade Level: 6**
**Approved, June, 2017**

| Content Statements and Rationale: | NJSLS: |
|---|---|
| **The cultures of the modern world are based on the preservation of ancient cultures that took place during the Middle Ages.  The story of the protection and maintenance of those ideas and art forms helps students to understand and respect modern cultures.** | **6.2.8.D.4 All**<br><br>**Companion Standards:**<br><br>**RH 6-8.1,4-10**<br>**WHST 6-8.1-2** |

**Grade 6 Social Studies Curriculum Guide**

| Overarching Essential Questions: | Overarching Enduring Understandings: |
|---|---|
| What is the legacy of the Middle Ages? | **Following the decline of the Roman empire a time period evolved in which the legacy of ancient cultures was preserved by medieval scholars.** |
| Unit Essential Questions:<br><br>**What elements of ancient cultures were preserved by scholars during the Middle Ages?**<br><br>**What elements of the culture that evolved during the Middle Ages are present in American culture today?** | Unit Enduring Understandings:<br><br>The elements of ancient cultures that were persevered include philosophy, political thought, science and fine arts. In some cases, these ideas were respected and saved even though the scholars did not agree with the ideas.<br><br>Modern Democracy is based on the ideas formulated and utilized in some Ancient Greek city states, like Athens. Middle Ages scholars also preserved and articulated Christianity. |
| Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.<br><br>Précis of primary documents and multimedia excerpts | Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):<br><br>Close reading and précis of primary documents and/or visual and audio clips from the time period<br><br>Engagement during Socratic Seminar and Discussion |

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|---|---|
| **Development of an argument supporting or refuting the theories of the impact of Christianity on the preservation of Ancient thought.**<br><br>**Identification and analysis of the significant accomplishments of the great leaders and scholars of the Middle Ages.**<br><br>**Presentation of Medieval Culture**<br><br>**Digital Literacy Benchmarks:**<br><br>**Executive Functioning Benchmarks:** | **Capacity to research, analyze and report salient information** |

**Key Terms (Essential Vocabulary):**


**Black Death**

**Knights**

**Peasants**

**Feudal System**

**Fealty**

**Chivalry**

**Pogroms**

**Babylonian Captivity**

**Unam Sanctam**

**Great Schism**

**Hundred Years War**

**Third Estate**

**Scholasticism**

**Mysticism**

**Vernacular**

**Holy Roman Empire**

**Great Council**

**Resources:**

**Internet**
**Media Center Data Bases**
**Classroom Texts**

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| **Suggested Activities for Inclusion in Lesson Planning**<br>**Interdisciplinary Connections are identified with and I, followed by the related content area(s):**<br><br>**Socratic seminar and Literature Circles**<br>**Primary source close reading**<br>**Use of maps and data to identify major locations in Medieval Europe**<br>**Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy)**<br>**Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the significance of Scholasticism.**<br>**Identification and analysis of the significant wars during the Middle Ages**<br>**Research and present an overview of the evolution of the Catholic Church during the Middle Ages.** | |
| **Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):**<br><br>**Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.**<br><br>**ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.** | **Suggested Timeline:**<br><br>**6 weeks** |

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| **Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars**<br><br>**Mainstream Learners – Formative assessments to gage understanding and learning; close reading and participation in Socratic Seminar** | |

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