

Lower Township Elementary Schools

Social Studies



6th Grade

Adopted September 27, 2022

Lower Township Board of Education

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Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography. Mission Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. Vision An education in social studies fosters a population that:

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

Intent and Spirit of the Social Studies Standards

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

Unit Overview	
Content Area: Social Studies	
Unit Title: Unit 1- Early Mankind	
Grade Level: 6th Grade	Timeline: 10 days (Chapters 1,2)
6.2 World History / Global Studies	
<p>Era 1. The Beginnings of Human Society Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.</p>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none"> ● 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. ● 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). ● 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies. ● 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none"> ● 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
Examining historical sources may answer questions but may also lead to more questions.	<ul style="list-style-type: none"> ● 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations

	<ul style="list-style-type: none"> ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
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Assessments	
Formative	<ul style="list-style-type: none"> ● Speech/story from the perspective of ... ● Graphic organizers ● Section quizzes ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, report projects, pamphlets ● Drawing conclusions from a video ● Developing a Group Discussion ● Design an ancient artifact ● Unit test (multiple choice, short answer, essay) ● Slide project (Google Doc) ● Newspaper article
Summative	<ul style="list-style-type: none"> ● Students will create a diorama that models as a relic/artifacts. Students will need to create a three-dimensional artifact and explains the history of the artifact. ● Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Google slide Presentation. ● Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research. ● Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era. ● Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.
Benchmark	<ul style="list-style-type: none"> ● n/a
Alternative	<ul style="list-style-type: none"> ● Quiz; homework; classwork

Interdisciplinary Connections

- English Language Arts
- Mathematics
- Health
- Science
- Technology
- Visual Arts
- Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSLS 9

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

- Interactive Whiteboard, chromebooks, textbook, video, web quests, google docs,

google classroom.

- Students will access primary source work to analyze and interpret information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard
- Students will use active listening guides to analyze video from both the textbook and other sources.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.

Activities	Materials
Chapter 1 (2 days) Map and Globe Skills	map/ globe/worksheet
(2 days) Hunters & Gatherers roles Story - Maroo of the Winter Caves Identify the continents -make a timeline of migrations Bingo Vocabulary Persuasive Speech as a leader of a group. You want to migrate across a land bridge to find a new home.	Create tools; artifacts from backyard Writing response to write the next scene. Trace steps on map of early humans; Vocab definitions; bingo chart; Paper

Unit Overview

Content Area: Social Studies

Unit Title: Unit 2- Mesopotamia

Grade Level: 6th Grade **Timeline:** 10 days (Chapter 3)

6.2 World History / Global Studies
Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Core Ideas/Performance Expectations

Core Ideas	Performance Expectations
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.	<ul style="list-style-type: none"> 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 6.2.8.EconGE.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.
Chronological sequencing helps us understand the interrelationship of	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

historical events.	
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
Historians develop arguments using evidence from multiple relevant historical sources.	<ul style="list-style-type: none"> 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> Follow 504/IEP accommodations Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Restate, reword, clarify directions Provide Educational “breaks” as necessary Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Utilize visual and audio cues Highlight, define, or demonstrate important vocabulary Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Utilize visual and audio cues Highlight, define, or demonstrate important vocabulary Restate, reword, clarify directions

	<ul style="list-style-type: none"> ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Speech/story from the perspective of ... ● Graphic organizers ● Section quizzes ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, report projects, pamphlets ● Drawing conclusions from a video ● Developing a Group Discussion ● Design an ancient artifact ● Unit test (multiple choice, short answer, essay) ● Slide project (Google Doc) ● Newspaper article
Summative	<p>Options include:</p> <ol style="list-style-type: none"> 1. Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying “Museum Card” that explains the history of the artifact. 2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Google Slides presentation. 3. Students work independently or in groups to research one

	<p>or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research.</p> <p>4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.</p> <p>5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.</p> <p>6. Unit Test (multiple choice, short answer, essay E</p>
Benchmark	<ul style="list-style-type: none"> • n/a
Alternative	<ul style="list-style-type: none"> • Quizzes, Homework, Classwork assignments

Interdisciplinary Connections	
	<ul style="list-style-type: none"> • English Language Arts • Mathematics • Health • Science • Technology • Visual Arts • Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSL 9	
	<ul style="list-style-type: none"> • 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. • 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors • 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. • 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. • 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures

Career Readiness, Life Literacies, and Key Skills Practices	
	<p>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices</p>

should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

- Interactive Whiteboard, chromebooks, textbook, video, web quests, google docs, google classroom.
- Students will access primary source work to analyze and interpret information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard
- Students will use active listening guides to analyze video from both the textbook and other sources.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.

Activities	Materials
Locating major river/ finding color key	Map and crayons
Concept map on Sumerian achievements	Graphic organizer
Writing/reading Cuneiform	Worksheet; clay; toothpicks
Understanding Code of Hammurabi activity	Discussion about Rules of the classroom; list most important and why?

Unit Overview

Content Area: Social Studies

Unit Title: Unit 3- Egypt and Kush

Grade Level: 6th Grade

Timeline: 10 days (Chapters 4,5)

6.2 World History / Global Studies

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Core Ideas/Performance Expectations

Core Ideas	Performance Expectations
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none">6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none">6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.	<ul style="list-style-type: none">6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none">6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none">6.2.8.EconGE.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.
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none">6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
Historical events and developments are shaped by social, political, cultural, technological,	<ul style="list-style-type: none">6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. • 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects

and economic factors.	of life in early river valley civilizations.
Historians develop arguments using evidence from multiple relevant historical sources.	<ul style="list-style-type: none"> ● 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need

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Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments

Formative	<ul style="list-style-type: none"> ● Speech/story from the perspective of ... ● Graphic organizers ● Section quizzes ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, report projects, pamphlets ● Drawing conclusions from a video ● Developing a Group Discussion ● Design an ancient artifact ● Unit test (multiple choice, short answer, essay) ● Slide project (Google Doc) ● Newspaper article
Summative	<ul style="list-style-type: none"> ● Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying “Museum Card” that explains the history of the artifact. ● 2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Google slide; prezi presentation. ● 3. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research. ● 4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.

	<ul style="list-style-type: none"> 5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.
Benchmark	<ul style="list-style-type: none"> n/a
Alternative	<ul style="list-style-type: none"> Quizzes; test; classwork; homework

Interdisciplinary Connections
<ul style="list-style-type: none"> English Language Arts Mathematics Health Science Technology Visual Arts Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSL 9
<ul style="list-style-type: none"> 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures

Career Readiness, Life Literacies, and Key Skills Practices
<p>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p> <ul style="list-style-type: none"> Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them.

- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

- Interactive Whiteboard, chromebooks, textbook, video, web quests, google docs, google classroom.
- Students will access primary source work to analyze and interpret information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard
- Students will use active listening guides to analyze video from both the textbook and other sources.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.

Activities	Materials
Identify location and geography follow color key	Map and coloring tools
Try Egyptian writing	Worksheet;
Pyramids web quest	Pyramid worksheet; fill in bricks

Unit Overview	
Content Area: Social Studies	
Unit Title: Unit 4-Ancient Hebrews/Beginning of Christianity	
Grade Level: 6th Grade	Timeline: 10 days (Chapters 6,7,14- lesson 2)
6.2 World History / Global Studies Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none"> 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none"> 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	<ul style="list-style-type: none"> 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
An individual's perspective is impacted by one's background and experiences.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Perspectives change over time	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
Historical contexts and events shaped and continue to shape people's perspectives.	6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
Historians analyze claims within sources for perspective and validity.	6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. • 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> Follow 504/IEP accommodations Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities

	<ul style="list-style-type: none"> ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Speech/story from the perspective of ... ● Graphic organizers ● Section quizzes ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, report projects, pamphlets ● Drawing conclusions from a video ● Developing a Group Discussion ● Design an ancient artifact ● Unit test (multiple choice, short answer, essay) ● Slide project (Google Doc) ● Newspaper article
Summative	<ul style="list-style-type: none"> ● Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying "Museum Card" that explains the history of the artifact. ● Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Google Slides/Prezi presentation. ● Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research. ● Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era. ● Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.
Benchmark	<ul style="list-style-type: none"> ● n/a
Alternative	<ul style="list-style-type: none"> ● Quizzes, classwork, homework

Interdisciplinary Connections
<ul style="list-style-type: none"> ● English Language Arts ● Mathematics ● Health ● Science ● Technology

- Visual Arts
- Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSLS 9

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

- Interactive Whiteboard, chromebooks, textbook, video, web quests, google docs, google classroom.
- Students will access primary source work to analyze and interpret information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard
- Students will use active listening guides to analyze video from both the textbook and

other sources.

- Students will utilize technological resources in order to create, explain, summarize, and validate information.

Activities	Materials
Create a timeline of events and leaders	Poster, markers
Role play everyday life of the Israelites	Play scripts
Create an advertisement of the Roman Empire	Worksheet

Unit Overview	
Content Area: Social Studies	
Unit Title: Unit 5- Early Civilization of India and China	
Grade Level: 6th Grade	Timeline: 15 days (Chapter 10)
6.2 World History / Global Studies Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
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Perspectives change over time	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
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Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> Follow 504/IEP accommodations Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities

	<ul style="list-style-type: none"> ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
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Assessments	
Formative	<ul style="list-style-type: none"> ● Speech/story from the perspective of ... ● Graphic organizers ● Section quizzes ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, report projects, pamphlets ● Drawing conclusions from a video ● Developing a Group Discussion ● Design an ancient artifact ● Unit test (multiple choice, short answer, essay) ● Slide project (Google Doc) ● Newspaper article
Summative	<p>Options include:</p> <ol style="list-style-type: none"> 1. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Google Slides/ prezi presentation. 2. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research. 3. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.
Benchmark	<ul style="list-style-type: none"> ● n/a
Alternative	<ul style="list-style-type: none"> ● Quizzes, classwork, homework

Interdisciplinary Connections
<ul style="list-style-type: none"> ● English Language Arts ● Mathematics ● Health ● Science ● Technology ● Visual Arts ● Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSL 9
<ul style="list-style-type: none"> ● 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and

- charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

- Interactive Whiteboard, chromebooks, textbook, video, web quests, google docs, google classroom.
- Students will access primary source work to analyze and interpret information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard
- Students will use active listening guides to analyze video from both the textbook and other sources.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.

Activities

Materials

Map skills - color Allies, Axis, neutral	Maps, color key
Vocabulary bingo	Bingo sheet; words to know
Ladder of Prejudice powerpoint	Ladder
The Big Lie small reader with timeline activity and questions.	Protocol packet

Unit Overview

Content Area: Social Studies

Unit Title: Unit 6- Holocaust and WWII Studies

Grade Level: 6th Grade	Timeline: 15 days (Binder)
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<p>Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>

Core Ideas/Performance Expectations
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Core Ideas	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational "breaks" as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping

	<ul style="list-style-type: none"> ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Speech/story from the perspective of ... ● Graphic organizers ● Section quizzes ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard

	<ul style="list-style-type: none"> ● Research posters, report projects, pamphlets ● Drawing conclusions from a video ● Developing a Group Discussion ● Design an ancient artifact ● Unit test (multiple choice, short answer, essay) ● Slide project (Google Doc) ● Newspaper article
Summative	<p>Options include:</p> <ol style="list-style-type: none"> 1. Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying "Museum Card" that explains the history of the artifact. 2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or google slide/ prezi presentation. 3. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research. 4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era. 5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.
Benchmark	<ul style="list-style-type: none"> ● n/a
Alternative	<ul style="list-style-type: none"> ● Tests; classwork; homework; quizzes

Interdisciplinary Connections
<ul style="list-style-type: none"> ● English Language Arts ● Mathematics ● Health ● Science ● Technology ● Visual Arts ● Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSLs 9
<ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history. ● 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic

and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels.

- 9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.” •
- 9.1.5.EG.2: Describe how tax monies are spent There is a broader economic system that influences your financial goals.
- 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. • 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers.
- 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual’s financial traits and habits affect his/her finances.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). Not all financial information is accurate or truthful. 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. Planning and Budgeting Core Ideas Performance Expectations There are specific steps associated with creating a budget.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions. Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate). New Jersey Department of Education June 2020 25 Risk Management and Insurance Core Ideas Performance Expectations Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

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- Act as a responsible and contributing community member and employee.

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- Demonstrate creativity and innovation.
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- Model integrity, ethical leadership and effective management.
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Integration of Technology

- Interactive Whiteboard, chromebooks, textbook, video, web quests, google docs, google classroom.
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Activities	Materials
Dynasty timeline	Chart paper
The Great Wall web quest	worksheet ; chromebook
Inventions - Terra Cotta soldiers	Website; Journeys text;

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed

	to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their

	partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either

	independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the

	<p>student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).</p>
<p>Modified Assessments</p>	<p>Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.</p>
<p>Learning contracts or Personal Agendas</p>	<p>A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.</p>
<p>Compacting</p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly</p>

	<p>reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>