



# Lebanon Borough Public School Social Studies Curriculum Guide

## Grade 6

Approved by the  
Lebanon Borough Board of Education  
December 10, 2020

# **SECTION I**

## **LEBANON BOROUGH BOARD OF EDUCATION**

Daniel Elwell, President  
Jackie Carruthers, Vice President  
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Danielle Nugent, Board Member

Bruce Arcurio, Chief School Administrator

# Lebanon Borough School District

## **Mission**

The Lebanon Borough School District is a community who values traditions. Our mission is to nurture and cultivate each child to be a compassionate, curious, and creative thinker, entrusted and empowered to build and lead the future.

## **Philosophy**

In today's world, students are faced with complex challenges that 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 citizenship skills, and collaborate with students from around the world prepare students to become global citizens. 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.

Social studies provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. The curriculum fosters the development of students who:

- Are civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities
- Make informed decisions about local, state, national, and global events based on inquiry and analysis
- Consider multiple perspectives, value diversity, and promote cultural understanding
- Recognize the implications of an interconnected global economy
- Appreciate the global dynamics between people, places, and resources
- Communicate ideas by identifying a problem, developing a solution and sharing with others

**New Jersey State Department of Education  
Core Curriculum Content Standards**

**A note about Social Studies Standards and Cumulative Progress Indicators.**

The 2016 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. This curriculum was revised to reflect minor revisions made to the 2016 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

# Grade 6 Social Studies Scope and Sequence

## Quarter 1

### Topic: Ancient Greece

- IV. Trace the rise of Greek city-states, cultural, accomplishments, and spread of Greek culture.
- a. Early Greeks
  - b. Sparta and Athens
  - c. Persia Attacks
  - d. Age of Pericles
  - e. The Culture of Ancient Greece
  - f. Philosophy and History

### Social Studies Standards

#### **SOC.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.

#### **SOC.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.

#### **SOC.6.2.8.D.1.c**

Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

#### **SOC.6.2.8.D.1.a**

Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

#### **SOC.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. **SOC.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.

**21<sup>st</sup> Century Skills** (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- **Information, Communication & Technology**

**21<sup>st</sup> Century Skills** (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

### **Career Ready Practices**

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **9.1 PERSONAL FINANCIAL LITERACY**

#### 9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

#### 9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

#### 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

#### 9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

#### 9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

#### 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

#### 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 effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

## **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT**

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

## **Technology Infusion**

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

**8.1.5.B.1** Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

### **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**

**All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

**8.2.5.B.1** Examine ethical considerations **in** the development and production of a product through its life cycle.

**8.2.5.C.6** Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

**8.2.5.D.7** Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

**8.2.5.E.3** Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting



## Assessment

### District Benchmark

**Formative Assessment:** Discussion, Teacher observation, worksheet assignments, Performance Tasks, Rubrics,

**Summative Assessment:** End of Chapter Quiz, Student Presentations

**Alternative Assessment: PBA based on student interest**

## Differentiation

**Special Education:** Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

**For Gifted:** Encourage risk taking in crating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

**At Risk:** Review specific accommodations for individual students in I&RS folder. If accommodations are not working, schedule meeting with I&RS case manager to discuss and refine/update strategies.

**ELL:** Meet with Mrs. Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

Assessment modifications depending on individual needs: test read to student, unlimited time to finish test, use of vocabulary sheets. • Pairing strong reader with a weak reader to support peers in the classroom when reading grade level nonfiction text. • Extension activities may include: 1. Write a journal entry as one of the members of the community box community to a friend living far away explaining the community you planned and developed. Try to persuade them to move to the community, giving reasons why they should come there. 2. Write a campaign speech to present to your "community" convincing them why they should vote for you. 3. Draw a detailed architectural type drawing of one of the buildings in your "community". 4. Write a poem about your community. 5. Present an extension activity proposal of your own to the teacher for approval. 6. Design a brochure for your "community" including points of interest to encourage tourists to visit your "community".

\* See Curriculum appendix for specific differentiation strategies

## Interdisciplinary Connections

The Social Studies Curriculum is often connected to themes in our Language arts Curriculum and through application of skills in Reading Literature, Reading Informational Text, and Writing. Resources such as those located in the **Amistad Curriculum** and the **NJ Commission on Holocaust Education** which provide PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary connections.

\*ELA: RH.SS.6.1-10, W.6.1-10, Science: 5.1.8.B.2-3, 5.1.8.D.1, Arts: 1.2.8.A.2-3, Health/PE: 2.4.12.A.1, Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.12.F.1., 8.2.5.A.4, World Language: 7.LI'-JM.A.3 21stCentmy Life/Careers

## Core Instructional Materials

Core Instructional Materials: (See Lesson Plan below)

Primary and Secondary Resources such as those found in the **Universal Design for Learning Holocaust Commission Lessons** and **Amistad Curriculum** (please see appendix)

**Leveled Library A-Z as needed and based on student DRA**

**Freckle.com Curriculum**

### **District Goals:** Inquiry Based Learning and Project Based Learning

**Curriculum provides opportunities for students to create and explore using inquiry based and project-based learning. For example, the use of Essential Questions such as :**

What changes occurred in Greece during the Dark Ages?

How did Athenian democracy compare with the government of Mesopotamia and Egypt? How did unifying help Athens and Sparta in their fight with the Persians?

**Also, Project Based Learning is infused throughout the curriculum:**

Create class cave painting

Lascaux, France. (1940)

Find out why this cave is no longer open to the public. Is this policy justified?

<http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>

<http://archnetasu.edu/>

## Quarter II

### Topic: Ancient Rome

VII. Discuss the rise and fall of the Roman Empire.

- a. Rome's Beginnings
- b. The Roman Republic
- c. The Fall of the Republic
- d. The Early Empire
- e. Life in Ancient Rome
- f. The Fall of Rome
- g. The Byzantine Empire

### Social Studies Standards

#### **SOC.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.

#### **SOC.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.

#### **SOC.6.2.8.B.4.b**

Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

#### **SOC.6.2.8.A.2.a**

Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

#### **SOC.6.2.8.D.3.d**

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

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8.1.8.A.5, 8.1.12.F., 8.2.5.A.4, World Language: 7.1.NM.A.3, LA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. LA.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. LA.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. LA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **LA.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the 2rades 6-8 text complexity band independently and proficiently.**

### Careers

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.



## Quarter III

Topic: The Rise of Christianity  
VIII. Discuss the beginnings and spread of Christianity  
a. The First Christians  
b. The Christian Church  
c. The Spread of Christian ideas

Topic: Islamic Civilization  
IX. Explain the beginnings and spread of the religion of Islam  
a. The Rise of Islam  
b. Islamic Empires  
c. Muslim Ways of Life

Topic: Medieval Europe  
X. Explain how through great turmoil medieval Europe made cultural and political advances.  
a. Early Middle Ages  
b. Feudalism  
c. Kingdoms and Crusades  
d. The Church Society  
e. The late Middle Ages

Topic: The Americas  
XI. Describe the major native civilizations of the Americas and the Impact of European exploration on them.  
a. The First Americas  
b. Life In the Americas  
c. The fall of the Aztec and Inca Empires

### Standards

**SOC.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.

**SOC.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.

**SOC.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.

**SOC.6.2.8.D.3.d**

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

**SOC.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.

**SOC.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.

**SOC.6.2.8.D.3.c**

Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

**SOC.6.2.8.D.2.d**

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

**SOC.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).

**Curriculum Management System**

**Subject/Grade Level:**

**Grade 6 Social Studies**

Objectives / Cluster Concepts /

**Cumulative Progress Indicators (CPI's)**

**The student will be able to:**

- 4.1. Describe how the geography of Greece influenced where people settled.  
(6.2.8.B.3.a)
- 4.2. Explain the importance of trade to the Minoans.  
(6.2.8.C.3.a, 6.2.8.C.3.b)
- 4.3. Describe how the Minoans built the first Greek kingdoms and how they spread across the Mediterranean Region.  
(6.2.8.C.3.a)
- 4.4. Analyze the need for colonies and trade and how it led to the spread of Greek culture.  
(6.2.8.B.3.b)
- 4.5. Explain how the idea of citizenship developed through city-states in Greece.  
(6.2.8.A.3.b, 6.2.8.A.c, 6.2.8.A.3.e)

**Topic: Ancient Greece**

**Goal 4:** The student will be able to trace the rise of Greek city-states, their cultural accomplishments, and the spread of Greek culture.

Essential Questions,

**Conceptual Understandings**

**Essential Questions:**

- What changes occurred in Greece during the Dark Ages?
- How did Athenian democracy compare with the government of Mesopotamia and Egypt?
- How did unifying help Athens and Sparta in their fight with the Persians?
- How did the direct democracy of Athens differ from the democracy we have in the United States?
- How was the culture of the ancient Greeks expressed in their religion, literature, and art?
- What were the Greek contributions to the study of philosophy and the writing of history?
- How did Alexander the Great, his widening empire, and his conquest spread Hellenism throughout southwest Asia?

**Conceptual Understandings:**

Greek civilization began almost, 4,000 years ago, but Greek ideas about government, science, and the arts are still important today. When Alexander the Great conquered the Persian Empire, he spread Greek culture and ideas throughout southwest Asia and the Mediterranean world.

Instructional Tools/ Materials/ Technology /

**Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**Learning Activities:**

Map of Ancient Greece - Students are given a list of items to fill in on a blank map of ancient Greece. Write about how geography plays a part in the way people live. Connect that to people in the United States.

Word Wall - Throughout the chapter students add words that come from Greek to the class creation. Modern Connections To Greek Culture - Create a bulletin board with the class that displays examples of Greek culture. Students should continue to add to this throughout the unit.

Greek Pottery - Students create pictures of Greek pottery, focusing on geometric design and depicting a scene from daily life.

Greek Architecture - Students create a sketch of ancient Greek architecture of a modern building that has been influenced by the ancient Greeks.

.Debate - Have students debate whether .

Alexander was a hero or villain. Provide them with support for both sides.

Guided Reading

4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4

**Assessment Models:**

ABC's of Ancient Greece - Create a chart of the alphabet. Fill in with information about ancient Greece.

Mindjogger Video Quiz

**Social Studies Curriculum Guide 6**  
**Lebanon Borough Public School**

<b>Curriculum Management System Subject/Grade level:</b>	<b>Topic: Ancient Greece</b>	
<b>Grade 6 Social Studies</b>	<b>Goal 4:</b> The student will be able to trace the rise of Greek city-states, their cultural accomplishments, and the spread of Greek culture.	
<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools/ Materials/ Technology/ Resources / learning Activities / Interdisciplinary Activities / Assessment Model</b>
<p>4.6. Compare and contrast the city-states of Athens and Sparta. (6.2.8.A.3.d)</p> <p>4.7. Identify the causes and effects of Greek wars with Persia. (6.2.8.B.3.a)</p> <p>4.8. Explore how Athens blossomed under Pericles. (6.2.8.D.3.d)</p> <p>4.9. Explain why Athens and Sparta went to war. (6.2.8.B.3.a)</p> <p>4.10. Describe the important Greek developments in the arts. (6.2.8.D.3.d)</p> <p>4.11. Discuss the Greek achievements in history, politics, biology, and logic. (6.2.8.D.3.d)</p> <p>4.12. Summarize how Alexander the Great created an</p>		<p>Chapter Test Notebook Checks</p> <p><b>Additional Resources:</b> Video Clips 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4 Glencoe Student Online Resources Dateline:Troy by Paul Fleischman Icarus and Daedalus by Josephine Preston Peabody <a href="http://eawc.evansville.edu">http://eawc.evansville.edu</a> <a href="http://www.12erseus.tufts.edu/Olympics">www.12erseus.tufts.edu/Olympics</a></p> <hr/> <p><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></p>

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	<p><b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 6</b> <b>Social Studies</b></p>	<p><b>Topic: Ancient Greece</b></p> <hr/> <p><b>Goal 4:</b> The student will be able to trace the rise of Greek city-states, their cultural accomplishments, and the spread of Greek culture.</p>	
	<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools/ Materials/ Technology/ Resources/ Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>

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<p>empire. (6.2.8.D.3.d)</p> <p>4.13. Describe how Hellenistic kingdoms became centers of learning and culture. (6.2.8.D.3.d)</p> <p>4.14. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.15. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>4.16. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p>		
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<p><b>Curriculum Management System</b></p> <p><b>Subject/Grade Level:</b></p> <p><b>Grade 6</b></p> <p><b>Social Studies</b></p>	<p><b>Topic: Ancient Rome</b></p> <hr/> <p><b>Goal 7:</b> The student will be able to analyze the rise and fall of the Roman Republic and discuss the beginnings and spread of Christianity.</p>
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	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools /Materials/ Technology/ Resources/ Learning Activities/ Interdisciplinary Activities/ Assessment Model</b>
	<p>7.1. Explain how geography played an important role in roman civilization. (6.2.8.B.3.a)</p> <p>7.2. Describe how Rome became a republic. (6.2.8.A.3.c)</p> <p>7.3. Trace the events that led to the destruction of the Carthaginian Empire and how Rome took control of the entire Mediterranean region. (6.2.8.C.3.a)</p> <p>7.4. Describe how Julius Caesar seized power and made reforms. (6.2.8.D.3.d)</p> <p>7.5. Explain how the Roman Republic was weakened by civil war. (6.2.8.D.3.c)</p> <p>7.6. Describe how Augustus created a new era of prosperity.</p>	<p><b>Essential Questions:</b></p> <p>How did geography affect the development of civilization in Greece and Italy? How did Rome become a republic? How did Rome gain control of the Mediterranean region? How did the failure of a republic lead to the creation of the Roman Empire? How did military and political reforms make Rome rich and prosperous? What were the cultural achievements of Ancient Rome? What led to the fall of the Roman Empire? What were the cultural achievements of the Byzantine Empire?</p> <p><b>Conceptual Understandings:</b></p> <p>The Romans created an empire that covered much of the Mediterranean world. They developed a civilization as well as an empire. Roman achievements still influence our lives today.</p>	<p><b>Learning Activities:</b></p> <p>Roman Culture - Students study Roman art and then create a Roman Mosaic with tiles of paper. Students use the tiles to cover a sketch they created on oak tag that was either inspired by Roman culture or their own.</p> <p>Maps - Use maps to discuss the advantages and disadvantages their geography creates.</p> <p>Pax Romana - Research one of the five Roman emperors. Write a balanced account of the emperor's career, concluding with a reasoned argument about why this emperor should or should not be called "good" for Rome.</p> <p>Role Play the different classes in Rome</p> <p>Write a comparison of the government in Rome to the united States government.</p> <p>Guided Reading 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3</p> <p><b>Assessment Models:</b></p> <p>Charting Change - Chart the changes from Rome's beginnings to Rome's republic and then to the early empires in Rome. Include the land they controlled, government, economy, citizens, and soldiers.</p> <p>Problem Solution Chart - Plot problems and solutions during the fall of the Roman empire.</p> <p>Mindjogger Video Quiz Chapter Test Notebook Test</p>



Curriculum Management System Subject/Grade Level:	<b>Topic: Ancient Rome</b>	
<b>Grade 6 Social Studies</b>	<b>Goal 7:</b> The student will be able to analyze the rise and fall of the Roman Republic and discuss the beginnings and spread of Christianity.	
<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools/ Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
<p>(6.2.8.C.3.c)</p> <p>7.7. Explain how roads, ports, and Roman currency made Rome rich and prosperous. (6.2.8.O.3.d)</p> <p>7.8. Describe Rome's developments in science and engineering and the ideas that Roman artists and writers borrowed from the Greeks. (6.2.8.D.3.d)</p> <p>7.9. Explain the role of rich and poor, men and women in Rome. (6.2.8.A.3.a, 6.2.8.A.3.b)</p> <p>7.10. Explain how poor leadership, a declining economy and attacks by Germanic tribes weakened the Roman Empire. (6.2.8.D.3.c)</p> <p>7.11. Trace the fall of the Roman Empire. (6.2.8.D.3.c)</p>		<p><b>Additional Resources:</b> Video Clips 8.1, 8.2, 8.3, 8.4, 9.1,9.2, 9.3 Glencoe Student Online Resources Study Guide The Romans and Their Empire by Trevor Cairns <a href="http://www.yale.edu/lawweb/avalon/medieval/twelve_tables.htm">http://www.yale.edu/lawweb/avalon/medieval/twelve_tables.htm</a> <a href="http://www.12erseus.tufts.edu">http://www.12erseus.tufts.edu</a> <a href="http://metmuseum.org/ex1210re/Byzantium/byznome.html">http://metmuseum.org/ex1210re/Byzantium/byznome.html</a> <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></p>

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<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 6</b> <b>Social Studies</b>	<b>Topic: Ancient Rome</b>	
	<b>Goal 7:</b> The student will be able to analyze the rise and fall of the Roman Republic and discuss the beginnings and spread of Christianity.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>

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<p>7.12. Describe the many legacies of Rome in government, law, language, and the arts. (6.2.8.D.3.d)</p> <p>7.13. Explain the growth of the Eastern Roman Empire and the decline of the Western Roman Empire. (6.2.8.D.3 c)</p> <p>7.14. Describe the policies and reforms that helped strengthen the Byzantine Empire. (6.2.8.8.4.g, 6.2.8.D.3.d, 6.2.8.D.4.i)</p> <p>7.15. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>7.16. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p>		
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	<b>Curriculum Management System Subject/Grade level:</b>	<b>Topic: Ancient Rome</b>	
	<b>Grade 6 Social Studies</b>	<b>Goal 7:</b> The student will be able to analyze the rise and fall of the Roman Republic and discuss the beginnings and spread of Christianity.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools/ Materials/ Technology/ Resources / learning Activities / Interdisciplinary Activities/ Assessment Model</b>
	<p>7.17. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>7.18. Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding. (9.1.8.D.4)</p> <p>7.19. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

	<p><b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 6</b> <b>Social Studies</b></p>	<p><b>Topic: The Rise of Christianity</b></p>	
		<p><b>Goal 8:</b> The student will be able to discuss the beginnings and spread of Christianity.</p>	
	<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials / Technology/ Resources / Learning Activities / Interdisciplinary Activities/ Assessment Model</b></p>
	<p>8.1. Describe the history of Roman/Jewish interaction. (6.2.8.A.4.a)</p> <p>8.2. Trace the development of the birth of Christianity. (6.2.8.D.4.c, 6.2.8.D.3.f)</p> <p>8.3. Explain how Christianity was organized and how it later became Rome's official religion. (6.2.D.3.e, 6.2.D.3.f)</p> <p>8.4. Describe the relationships between the church and government in the Byzantine Empire. (6.2.8.D.3.a)</p> <p>8.5. Explain the spread of Christianity. (6.2.8.D.4.b)</p> <p>8.6. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p>	<p><b>Essential Questions:</b></p> <p>How did Jesus' life, teachings, and death, lead to the birth of Christianity?</p> <p>How did Christianity become the official religion of the Roman Empire?</p> <p>What were the connections between religion and government during Christianity's early years?</p> <p><b>Conceptual Understandings:</b></p> <p>While the Romans built their empire, a group called the Christians spread a new religion called Christianity. It grew to become one of the major influences on European civilization.</p>	<p><b>.Learning Activities:</b></p> <p>Pick a Parable - Provide students with parable told by Jesus. Students perform each parable to the class using music, multi-media, dramatic reading. Discuss the message of the parable and consider how a person living during the time of Jesus , would respond to the message.</p> <p>The Byzantine Church - Compare and contrast the Roman Catholic church with that of the Eastern Orthodox church. What beliefs and practices did they share? What beliefs and practices were unique to each? Why did these differences develop?</p> <p>Guided Reading 10.1, 10.2, 10.3</p> <p><b>Assessment Models:</b></p> <p>Completing a Flow Chart - Create a flow chart for each of the following: Jesus of Nazareth is Born, The Romans persecuted the Christians, and Although religious arguments broke the church into two, Christianity continued to attract more followers.</p> <p>Minjogger Video Quiz Chapter Test Notebook Checks</p> <p><b>Additional Resources:</b></p> <p>Video Clips 10.1, 10.2, 10.3</p>

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<p><b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 6</b> <b>Social Studies</b></p>	<p><b>Topic: The Rise of Christianity</b></p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators {CPI's}</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools/ Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p><b>(9.1.8.A. 1)</b></p> <p>8.7. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. <b>(9.1.8.C.2)</b></p> <p>8.8. Model leadership skills during classroom and extra-curricular activities. <b>(9.1.8.C.3)</b></p> <p>8.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. <b>(9.1.8.D.3)</b></p> <p>8.10. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. <b>(9.1.8.F.1)</b></p>		<p>Glencoe Student Online Resources <b>Study Guide</b> <a href="http://ccat.sas.u12enn.edu/jod/augustine/">http://ccat.sas.u12enn.edu/jod/augustine/</a> <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></p>



<p><b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 6</b> <b>Social Studies</b></p>	<p><b>Topic: Islamic Civilization</b></p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools/ Materials/ Technology/ Resources/ Learning Activities/ Interdisciplinary Activities / Assessment Model</b></p>
<p>9.1 Discuss the life of the prophet Muhammad and the rise of Islam. (6.2.8.B.3.a, 6.2.8.D.3.e, 6.2.8.D.4.a, 6.2.8.B.4.b)</p> <p>9.2 Explain how the Quran provided Guidelines for the Muslims. (6.2.8.D.3.e, 6.2.8.D.4.c)</p> <p>9.6 Explain the valuable cultural Achievements Muslims made in Math, science, and the arts. (6.2.8.D.4.k)</p>	<p><b>Essential Questions:</b> How did the religion of Islam begin and grow? How did Muslims spread their faith throughout the Middle East and the Mediterranean? What were the achievements of the Muslim empires?</p> <p><b>Conceptual Understandings:</b> A few hundred years after the beginning of Christianity, another important religion arose in the Middle East: Islam. Followers of Islam conquered much of the Middle East, northern Africa, and part of Europe. They also made influential cultural achievements in the world.</p>	<p><b>Learning Activities:</b> The Islamic Calendar – Compare the Islamic calendar with the Christian and Hebrew calendars. Islamic Art – Explore many examples of Islamic art and architecture.</p> <p>Math connection -Create a design using a protractor and one size circle continuing a pattern using the center of a circle.</p> <p>Architecture – Create a sketch of a mosque that reflects the culture and civilization of Islam.</p> <p>Guided reading 11.1, 11.2, 11.3</p> <p>Assessment Models: Comparing World Religions – Create a chart on in Microsoft Word that lists the major beliefs of Judaism, Hinduism, Buddhism, Christianity, and Islam. What do they have in common and how do they differ?</p> <p>Sequence Chart – Create a sequence chart for the rise and spread of Islam.</p> <p>Midjogger Video Quiz Chapter Test Notebook Checks</p> <p><b>Additional Resources:</b> Video Clips 11.1, 11.2, 11.3</p>

<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 6</b> <b>Social Studies</b>	<b>Topic: Islamic Civilization</b>	
<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools/ Materials/ Technology/ Resources/ learning Activities/ Interdisciplinary Activities / Assessment Model</b>
<p>the arts. (6.2.8.D.4.k)</p> <p>9.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>9.8. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>9.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>		<p>Glencoe Student Online resources Study Guide</p> <p>I Remember Palestine by Anita Ganeri</p> <p>The Golden Age of Islam by Linda S. George  <a href="http://wings.buffalo.edu/students-life/sa/muslim/">http://wings.buffalo.edu/students-life/sa/muslim/</a>  <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></p>

<p><b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 6</b> <b>Social Studies</b></p>	<p><b>Topic: Medieval Europe</b></p>	
	<p>Goal 13: The student will be able to trace the advances made in Europe during the Middle Ages.</p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials/ Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
<p>13.1. Describe how geography influenced where the medieval Europeans settled. (6.2.8.B.4.a) 13.2. Discuss the emergence of new societies built by the Franks, Angles, and Saxons. (6.2.8.D.4.a) 13.3. Explain the rise of the Catholic Church and the spread of Christianity through western Europe. (6.2.8.D.b, 6.2.8.D.c, 6.2.8.D.d) 13.4. Describe the development of Feudalism. (6.2.8.D.4.g) 13.5. Explain the rise of cities and towns. (6.2.8.C.4.c) 13.6. Trace the effects of the Crusades. (6.2.8.D.4.e)</p>	<p><b>Essential Questions:</b> What were the changes that took place in Europe after the fall of Rome? What is feudalism? What were the effects of the Crusades? What was the role of the Catholic Church? What were the effects of wars and the Black Death?</p> <p><b>Conceptual Understandings:</b> Between A.D. 500 and A.D. 1500, Europe was ruled by warriors, much like those in early Japan. Despite constant fighting, Europeans made advances in their culture. European ideas about government and religion still shape our lives today.</p>	<p><b>Learning Activities:</b> Medieval Correspondence – Students will create a series of letters between a married couple living in Europe during the eleventh century. The knight is away from home fighting for the king. The wife is managing their large estate in his absence. The Magna Carta – Reading/Writing Connection  Persuasive Essay – Provide students with the U.S. Constitution and the Magna Carta. Write an essay that either supports or opposes the belief that the Magna Carta set precedence for the U.S. constitution. Medieval Architecture – Create a visual display of different styles of architecture. How were they constructed, how do they show what was important to the culture?  Guided Reading 15.1, 15.2, 15.3, 15.4, 15.5 Main Idea and Supporting Details Chart – Put each main idea in the unit in a circle. Place any supporting details on lines to the right of each main idea. Mindjiogger Video Quiz Chapter Test Notebook Checks</p>

<p><b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 6</b> <b>Social Studies</b></p>	<p><b>Topic: Medieval Europe</b></p>	
<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools/ Materials/ Technology/ Resources/ learning Activities/ Interdisciplinary Activities / Assessment Model</b></p>
<p>13.7. Explain the role of the Catholic Church in medieval Europe. (6.2.8.A.4.c, 6.2.8.D.4.b, 6.2.8.D.4.c, 6.2.8.D.4.d)</p> <p>13.8. Explore how church and government leaders supported learning and the arts. (6.2.8.D.4.k)</p> <p>13.9. Describe how wars and the plague devastated Europe during the later middle Ages. (6.2.8.D.4.f)</p> <p>13.10. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>13.11. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p>		<p><b>Additional Resources:</b></p> <p>Video Clips 15.1, 15.2, 15.3, 15.4, 15.5 Glencoe Student online Resources Study Guide The Viking Ships by Ian Atkinson</p> <p><a href="http://www.pbs.org/wgbh/nova/vikings">http://www.pbs.org/wgbh/nova/vikings</a></p> <p><a href="http://www.chronique.com">http://www.chronique.com</a></p> <p><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></p>

	<p><b>Curriculum Management System</b></p> <hr/> <p><b>Subject/Grade Level:</b> <b>Grade 6</b> <b>Social Studies</b></p>	<p><b>Topic: Medieval Europe</b></p>	
		<p><b>Goal 13:</b> The student will be able to trace the advances made in Europe during the Middle Ages.</p>	
	<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b></p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools/ Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p>
	<p>13.12. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>13.13. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>13.14. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p>		

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<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 6</b> <b>Social Studies</b>	<b>Topic: The Americas</b>		
	<b>Goal 14:</b> The student will be able to trace the different civilizations that developed in the Americas.		
<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials/ Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>	
<p>14.1. Explore theories of how the first people traveled to the Americas. (6.2.8.B.4.h)</p> <p>14.2. Discuss how the development of farming shaped the cultures of the Americas. (6.2.8.C.4.a)</p> <p>14.3. Explain how the Maya, Aztec, and Inca adapted to the environment they lived. (6.2.8.B.4.h)</p> <p>14.4. Describe how the Spanish conquerors defeated the Aztec and the Inca. (6.2.12.A.1.a, 6.2.12.B.1.b)</p> <p>14.5. Determine an individual's responsibility for personal</p>	<p><b>Essential Questions:</b></p> <p>How and when did the first people come to the Americas, and how did they live once they were here?</p> <p>How did the Aztec find and build their capital city?</p> <p>How did the Spanish conquerors defeat the Aztec and Inca Empires?</p> <p><b>Conceptual Understandings:</b></p> <p>During Europe's Middle Ages, many different people were building civilizations, in the Americas. They grew corn, beans, and other food products we are familiar with today.</p>	<p><b>Learning Activities:</b></p> <p>Global Feast - Students plan a feast. They choose a recipe that has a cultural meaning to their family. If they don't have one they will be starting one. Prepare the recipe, recipe's will be put into a class book, students will write about why they chose this particular recipe and its importance.</p> <p>Art and Architecture of the Americas - Students create a display of the art and architecture of the early people of the Americas. These will also be displayed at the feast.</p> <p>Guided Reading 16.1, 16.2, 16.3</p> <p><b>Assessment Models:</b></p> <p>Matrix Diagram - Who, What, Where, Why, When, How? Create a large classroom chart to list questions and answers that come up during the unit. Olmec, Maya, Aztec, Moche, Inca, Hohokam, Anasazi, Mississippians, and Cahokia</p> <p>Mindjogger Video Quiz</p> <p>Chapter Test</p>	

	<p>actions and contributions to group activities. (9.1.8.C.1)</p> <p>14.6. Model leadership skills during classroom and extra-curricular activities.</p>		<p>Notebook Checks</p> <p><b>Additional Resources:</b> Video Clips 16.1, 16.2, 16.3 Glencoe Student Online Resources</p>
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	<p><b>Curriculum Management System</b>  <b>Subject/Grade Level:</b>  <b>Grade 6</b>  <b>Social Studies</b></p>	<p><b>Topic: The Americas</b></p>	
		<p><b>Goal 14:</b> The student will be able to trace the different civilizations that developed in the Americas.</p>	
	<p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>  <b>The student will be able to:</b></p> <p>(9.1.8.C.3)</p> <p>14.7. Use effective communications skills in face-to-face and online</p>	<p><b>Essential Questions, Conceptual Understandings</b></p>	<p><b>Instructional Tools / Materials/ Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b></p> <p>Study Guide          Step Into The Aztec and Maya Worlds by Fiona Macdonald  <a href="http://www.wsu.edu:8080/dee/CIVAMRCA?CIV.HTM">http://www.wsu.edu:8080/dee/CIVAMRCA?CIV.HTM</a></p>



interactions with peers and adults from home and from diverse cultures.  
(9.1.8.D.3)

14.8. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.  
(9.1.8.F.1)

**21<sup>st</sup> Century Skills** (The ones that apply to this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- **Information, Communication & Technology**

**21<sup>st</sup> Century Skills** (The ones that apply to this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

### **Career Ready Practices**

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **9.1 PERSONAL FINANCIAL LITERACY**

#### 9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

#### 9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

#### 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

#### 9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

#### 9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

#### 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions.

#### 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 effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

## **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION CONTENT AREA: 21st CENTURY LIFE AND CAREERS STRAND B: CAREER EXPLORATION NUMBER STANDARD STATEMENT**

9.2.8.B.7 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.8 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.9 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

## **Technology Infusion**

8.1.5.A.7 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.8 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data

**8.1.5.B.1** Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

**8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

**8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

### **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**

**All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**

**8.2.5.B.1** Examine ethical considerations **in** the development and production of a product through its life cycle.

**8.2.5.C.6** Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

**8.2.5.D.7** Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

**8.2.5.E.3** Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

## Assessment

### District Benchmark

**Formative Assessment:** Discussion, Teacher observation, worksheet assignments, Performance Tasks, Rubrics,

**Summative Assessment:** End of Chapter Quiz, Student Presentations

**Alternative Assessment: PBA based on student interest**

## Differentiation

**Special Education:** Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

**For Gifted:** Encourage risk taking in crating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

**At Risk:** Review specific accommodations for individual students in I&RS folder. If accommodations are not working, schedule meeting with I&RS case manager to discuss and refine/update strategies.

**ELL:** Meet with Mrs. Heller to discuss specific accommodations based on student progress and placement on WIDA testing.

Assessment modifications depending on individual needs: test read to student, unlimited time to finish test, use of vocabulary sheets. • Pairing strong reader with a weak reader to support peers in the classroom when reading grade level nonfiction text. • Extension activities may include: 1. Write a journal entry as one of the members of the community box community to a friend living far away explaining the community you planned and developed. Try to persuade them to move to the community, giving reasons why they should come there. 2. Write a campaign speech to present to your "community" convincing them why they should vote for you. 3. Draw a detailed architectural type drawing of one of the buildings in your "community". 4. Write a poem about your community. 5. Present an extension activity proposal of your own to the teacher for approval. 6. Design a brochure for your "community" including points of interest to encourage tourists to visit your "community".

\* See Curriculum appendix for specific differentiation strategies

### Interdisciplinary Connections

The Social Studies Curriculum is often connected to themes in our Language arts Curriculum and through application of skills in Reading Literature, Reading Informational Text, and Writing. Resources such as those located in the **Amistad Curriculum** (See appendix for specific lessons) and the **NJ Commission on Holocaust Education** (See appendix for specific lessons) which provide PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary connections.

\*ELA: RH.SS.6.1-10, W.6.1-10, Science: 5.1.8.B.2-3, 5.1.8.D.1, Arts: 1.2.8.A.2-3, Health/PE: 2.4.12.A.1 , Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.12.F., 8.2.5.A.4, World Language: 7.1.NM.A.3, LA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. LA.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. LA.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. LA.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **LA.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.**

### Careers

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

