

Grade 6 Social Studies

Unit 1: Era 1: The Beginnings of Human Society (The Paleolithic and Neolithic Ages)

Stage 1: Desired Results

Standards & Indicators:

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

6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).

6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
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| 9.1.8.FP.2 | Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. | An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being. |

Central Idea/Enduring Understanding:

Relationships between humans and environments impact spatial patterns of settlement and movement.

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Chronological sequencing helps us track events over time as well as events that took place at the same time.

Examining historical sources may answer questions but may also lead to more questions.

Essential/Guiding Question:

How did early humans meet the challenges of the Paleolithic Era?

What effect did the Agricultural Revolution have on the ways that humans lived, organized, and utilized resources?

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| <p><u>Content:</u></p> <ul style="list-style-type: none"> • Routines, Procedures, and Relationships • Marking the Anniversary of 9/11 • Fact vs. Opinion • Types of Historians • Artifacts and Fossils • Hominids, Neanderthals, and Homo Sapiens • Timelines and Chronological Sequencing • Cave Paintings • Human Migration and the Ice Age • Agricultural Revolution • Catal Hoyuk • Archeological Finds of Neolithic Life/ Types of Tools, etc. • Otzi the Iceman • Build Your Own Neolithic Settlement Project • Study Guides for the Unit 1 Assessment | <p><u>Skills (Objectives):</u></p> <p>We are learning to remember the attacks of 9/11, the devastation wrought, and the effect that it had on our entire nation.</p> <p>We are learning to differentiate fact from opinion.</p> <p>We are learning to identify the different fields of study that historians engage in.</p> <p>We are learning to identify bias in a text.</p> <p>We are learning to sequence historical events using a timeline or a similar graphic organizer.</p> <p>We are learning to gather key information from grade-appropriate texts.</p> <p>We are learning to differentiate between history and prehistory.</p> <p>We are learning to identify artifacts, archaeological finds, and other reliable sources for historical inquiry.</p> <p>We are learning to answer comprehension questions by including evidence to support our position.</p> <p>We are learning to participate in constructive discussions.</p> <p>We are learning to communicate with our peers and to share what we have learned.</p> |
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Interdisciplinary Connections:

Language Arts: Reading Complex Texts, Open-ended responses, Citing text, evidence, Reading informational text

Science: Hominid Ancestors / Human Adaptation, The Ice Age/ Climate/ The Environment

Geography: Maps

Math: Chronological Sequencing

Stage 2: Assessment Evidence

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| <p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Fact versus Opinion - CFA • Historical Heads Project • Bias & Reliable Sources - CFA • Build Your Own Neolithic Settlement - Project • Student-generated theory about Otzi based evidence and artifacts • Unit 1 Assessment | <p><u>Other Evidence:</u></p> <p>Vocabulary Quizzes - Weekly</p> <p>In-Class Discussions</p> |
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Stage 3: Learning Plan

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| <p><u>Learning Opportunities/Strategies:</u></p> <p>Turn & Talk</p> <p>Do Nows</p> <p>Socratic Seminars</p> <p>Group Work</p> <p>Google Jamboard Assignments</p> <p>Padlet</p> | <p><u>Resources:</u></p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12 • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • Discovery Education • PBS Learning Media • Stanford History Education Group |
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| | | <ul style="list-style-type: none">• Zinn Education Project• WordArt.com• Padlet | |
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| <u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| Provide a choice of additional texts or websites about the topic Texts can be provided at a higher reading level Optional at-home projects to be done on the student's own time Several students can read a text and have a discussion circle with a predetermined question or discussion starter Access to the classroom library of relevant reading material Subject specific websites and educational games Project directions can be tailored to be more challenging or to explore additional information | Highly engaging classwork and projects Texts provided at a grade appropriate reading level Access to the classroom library of relevant reading material Subject specific websites and educational games Project directions are to be clear and comprehensive | Texts can be provided at an appropriate reading level Assignments and projects can be "chunked" into manageable steps A daily itinerary or agenda can be provided Assignments can be modified/ simplified to reflect attainable goals A reward system can be put in place to facilitate student motivation Assignments can be modified to reflect student's interests or hobbies Projects can be modified and separated into achievable sections Directions can be read aloud and reiterated as necessary Frequent check-ins for understanding | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries |

Unit 2: Era 2: Early Civilization and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000-1000 BCE)

Stage 1: Desired Results

Standards & Indicators:

6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures

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).

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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.

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.

6.2.8.CivicsHR.2.a Determine the role of slavery in the economic and social structures of early river valley civilizations.

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.

6.2.8.GeoGE.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.HistoryCC.2.a Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

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.

6.2.8.HistorySE.1.a Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
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| 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 | Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities. |

Central Idea/Enduring Understanding:

Political, civil, and religious institutions impact all aspects of people's lives.

Relationships between humans and environments impact spatial patterns of settlement and movement.

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Economies are impacted by increased specialization and trade.

Human rights can be advanced or abused in various societies over time.

Political and civil institutions impact all aspects of people's lives.

Geospatial technologies and representations help us to make sense of the distribution of people, places and

Essential/Guiding Question:

What were the essential elements needed for humans to establish the earliest civilizations?

How did political, social, and religious trends create class distinctions and determine the allocation of power and resources in ancient civilizations?

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| <p>environments, and spatial patterns across Earth's surface.</p> <p>Historians develop arguments using evidence from multiple relevant historical sources.</p> <p>Economic interdependence is impacted by increased specialization and trade.</p> | |
| <p><u>Content:</u></p> <ul style="list-style-type: none"> • The Four Early River Valley Civilizations • Mesopotamia and the City-state • Religion in Mesopotamia • Sargon & Hammurabi • Mesopotamian Inventions • Introduction to Egypt • Egypt's Social Pyramid • Egyptian Gods & Goddesses • Egyptian Tombs & Pharaohs: Hatshepsut & Tut • Mummification • The Sarcophagus Project • Introduction to India • Mohenjo-Daro & Harappa • The Aryans, Hinduism & the Caste System • Study Guides for the Unit 2 Assessment | <p><u>Skills (Objectives):</u></p> <p>We are learning to define what constitutes a civilization.</p> <p>We are learning to identify the four earliest civilizations and their geographic locations.</p> <p>We are learning to organize the steps in a process in order.</p> <p>We are learning to read and interpret maps.</p> <p>We are learning to gather key information from grade-appropriate texts.</p> <p>We are learning to differentiate between history and prehistory.</p> <p>We are learning to identify artifacts, archaeological finds, and other reliable sources for historical inquiry.</p> <p>We are learning to utilize a Social Pyramid to identify class distinctions.</p> <p>We are learning to identify key inventions and other advancements in ancient civilizations and make connections between them and our society today.</p> <p>We are learning to use content-specific, higher-level vocabulary in our answers and in our writing.</p> <p>We are learning to answer comprehension questions by including evidence to support our position.</p> <p>We are learning to participate in constructive discussions.</p> <p>We are learning to communicate with our peers and to share what we have learned.</p> |
| <p><u>Interdisciplinary Connections:</u></p> <p>Science</p> <p>Steps in a Process</p> <p>How mummies are made</p> <p>Reading informational text</p> | |
| <p style="text-align: center;">Stage 2: Assessment Evidence</p> | |
| <p><u>Performance Task(s):</u></p> <p>The Cuneiform Tablet Project</p> <p>Mummification- Steps in a Process Poster</p> <p>Steps in a Process - CFA</p> <p>Egyptian Sarcophagus Project</p> <p>Acting Out the Caste System - Role Playing Activity</p> <p>The Unit 2 Assessment</p> | <p><u>Other Evidence:</u></p> <p>Vocabulary Quizzes - Weekly</p> <p>In-Class Discussions</p> |
| <p style="text-align: center;">Stage 3: Learning Plan</p> | |
| <p><u>Learning Opportunities/Strategies:</u></p> <p>Do Nows</p> <p>OER's</p> | <p><u>Resources:</u></p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12 |

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| <p>Turn & Talk</p> <p>Socratic Seminars</p> <p>Group Work</p> <p>Google Jamboard Assignments</p> <p>Padlet</p> <p>Hands-on Projects / Arts & Crafts materials</p> | <ul style="list-style-type: none"> • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • Discovery Education • PBS Learning Media • Stanford History Education Group • Zinn Education Project <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar <p>Padlet</p> |
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
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| <p>Provide a choice of additional texts or websites about the topic</p> <p>Texts can be provided at a higher reading level</p> <p>Optional at-home projects to be done on the student's own time</p> <p>Several students can read a text and have a discussion circle with a predetermined question or discussion starter</p> <p>Access to the classroom library of relevant reading material</p> <p>Subject specific websites and educational games</p> <p>Project directions can be tailored to be more</p> | <p>Highly engaging classwork and projects</p> <p>Texts provided at a grade-appropriate reading level</p> <p>Access to the classroom library of relevant reading material</p> <p>Subject-specific websites and educational games</p> <p>Project directions are to be clear and comprehensive</p> | <p>Texts can be provided at an appropriate reading level</p> <p>Assignments and projects can be "chunked" into manageable steps</p> <p>A daily itinerary or agenda can be provided</p> <p>Assignments can be modified/ simplified to reflect attainable goals</p> <p>A reward system can be put in place to facilitate student motivation</p> <p>Assignments can be modified to reflect students' interests or hobbies</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> |

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| challenging or to explore additional information | | Projects can be modified and separated into achievable “chunks” or sections Directions can be read aloud and reiterated as necessary Frequent check-ins for understanding | Provide word banks Allow for translators, dictionaries |
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Unit 3: Era 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

Stage 1: Desired Results

Standards & Indicators:

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 States Constitution.

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.CivicsPI.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8.CivicsHR.3.a Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.EconEM.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EconGE.3.a Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.HistoryCC.3.a Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.HistoryUP.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance | Core Ideas |
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| 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income. | Students will describe Rome’s failing economy / devalued currency in their classroom discussions and also in their writing. | There are government agencies and policies that affect the financial industry and the broader economy. |

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| <p><u>Central Idea/Enduring Understanding:</u></p> <p>Relationships between humans and environments impact spatial patterns of settlement and movement.</p> <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <p>Political and civil institutions impact all aspects of people's lives.</p> <p>The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</p> <p>Governments have protected and abused human rights (to varying degrees) at different times throughout history.</p> <p>Economic interdependence is impacted by increased specialization and trade.</p> <p>The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</p> <p>Historians analyze claims within sources for perspective and validity.</p> | <p><u>Essential/Guiding Question:</u></p> <p>How did the empires of the Mediterranean, Africa, and Asia interact and influence one another?</p> <p>How is democracy, as it was practiced in the Mediterranean world, foundational to our system of governance today?</p> <p>How has access to democracy been afforded to certain groups and denied to others over time?</p> <p>Why do large, complex empires succumb to forces and collapse over time?</p> |
| <p><u>Content:</u></p> <ul style="list-style-type: none"> ● Introduction to Greece ● Athens vs. Sparta ● Democracy and Other Forms of Government ● Arachne, Daedalus & Icarus: Greek Mythology ● Alexander the Great ● Nubia & Kush ● Introduction to Rome ● Rome's Founding: Romulus & Remus ● The Roman Republic ● Julius Caesar ● Life in Rome ● Christianity ● The Decline of Rome ● Study Guides for the Unit 3 Assessment ● Gupta Empire, India ● Han Dynasty, China ● The Decline of the Gupta Empire and the Han Dynasty Compared with Rome's Decline | <p><u>Skills (Objectives):</u></p> <p>We are learning to read and analyze complex, grade-appropriate texts.</p> <p>We are learning to determine the central ideas of a text.</p> <p>We are learning to differentiate between the main idea and the supporting details in a text.</p> <p>We are learning to utilize a Social Pyramid to identify class distinctions.</p> <p>We are learning to identify the inventions and other advancements in ancient civilizations and make connections between them and our society today.</p> <p>We are learning to use content-specific, higher-level vocabulary in our answers and in our writing.</p> <p>We are learning to answer comprehension questions by including evidence to support our position.</p> <p>We are learning to use graphic organizers to compare different societies and cultures.</p> <p>We are learning to participate in constructive discussions.</p> <p>We are learning to communicate with our peers and to share what we have learned.</p> |

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Interdisciplinary Connections:

Language Arts - Reading informational text
Reading Complex Texts
OER's
Citing from a Text
Evaluating Primary & Secondary Sources
Using Graphic Organizers
Reading Informational Texts

Stage 2: Assessment Evidence

Performance Task(s):

The Roman Coin Project
The Unit 3 Assessment

Other Evidence:

Vocabulary Quizzes - Weekly
Determine Central Ideas or Themes of a Text - CFA

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Nows
OER's
Turn & Talk
Socratic Seminars
Group Work
Google Jamboard Assignments
Padlet
Hands-on Projects / Arts & Crafts materials

Resources:

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [Discovery Education](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [New Jersey State Board Foundation](#)
- [Black Past](#)

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson &](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

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| | | The Gupta Empire Padlet | |
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| <u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| Provide a choice of additional texts or websites about the topic Texts can be provided at a higher reading level Optional at-home projects to be done on the student's own time Several students can read a text and have a discussion circle with a predetermined question or discussion starter Access to the classroom library of relevant reading material Subject-specific websites and educational games Project directions can be tailored to be more challenging or to facilitate exploration of additional information | Highly engaging classwork and projects Texts provided at a grade-appropriate reading level Access to the classroom library of relevant reading material Subject-specific websites and educational games Project directions are to be clear and comprehensive | Texts can be provided at an appropriate reading level Assignments and projects can be "chunked" into manageable steps A daily itinerary or agenda can be provided Assignments can be modified/ simplified to reflect attainable goals A reward system can be put in place to facilitate student motivation Assignments can be modified to reflect students' interests or hobbies Directions can be read aloud and reiterated as necessary Frequent check-ins for understanding | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries |

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

Stage 1: Desired Results

Standards & Indicators:

- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current-day environmental challenges.
- 6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- 6.2.8.GeoPP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

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| <p>6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</p> <p>6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.</p> <p>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.</p> <p>6.2.8.CivicsDP.4.a Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).</p> <p>6.2.8.GeoHE.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</p> <p>6.2.8.GeoHP.4.a Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p> <p>6.2.8.GeoHP.4.c Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.</p> <p>6.2.8.EconNE.4.a : Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.HistoryCC.4.a Determine which events led to the rise and eventual decline of European feudalism.</p> <p>6.2.8.HistoryCC.4.c Assess the demographic, economic, and religious impact of the plague on Europe.</p> <p>6.2.8.HistoryCC.4.f Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> | | |
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| <u>Career Readiness, Life Literacies and Key Skills</u> | | |
| Standard | Performance Expectations | Core Ideas |
| <p>9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local</p> <p>or national business and buying imported or domestic goods.</p> | Students will identify various empire's trading partners, trade routes, and the products traded in various activities. | There are government agencies and policies that affect the financial industry and the broader economy. |
| 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. | Students will examine the various strategies and survival tactics displayed by early humans as they navigate the Ice Age and travel to Japan. | Evaluating the critical thinking and problem-solving of early humans, being able to self-reflect on why possible solutions for solving problems were or were not successful. |
| <p><u>Central Idea/Enduring Understanding:</u></p> <p>Political, civil, and religious institutions impact all aspects of people's lives.</p> <p>The diffusion of ideas and cultural practices are impacted by the movement of people and</p> | | <p><u>Essential/Guiding Question:</u></p> <p>How did Europe reorganize itself politically, religiously, and socially after the fall of Rome?</p> |

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| <p>advancements in transportation, communication, and technology.</p> <p>Relationships between humans and environments impact spatial patterns of settlement and movement.</p> <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <p>The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.</p> <p>Economic interdependence is impacted by increased specialization and trade.</p> | <p>What can studying systems of feudalism tell us about power, authority, and distribution of resources during the Middle Ages?</p> <p>How were religious minorities treated under both Islamic and Christian jurisdiction during the Middle Ages?</p> |
| <p><u>Content:</u></p> <ul style="list-style-type: none"> ● Aksum ● Geography of Medieval Europe ● Charlemagne ● Feudalism & Medieval Castles ● Genghis Khan and Connections to the Yeun Dynasty ● The Rise of Nation-States ● Build a Medieval Castle Project ● Joan of Arc ● The Crusades ● Islam ● The Bubonic Plague ● Mali ● Geography of Medieval Japan ● Japan: Human Migration ● Japanese Feudal System ● Japanese Mythology ● Study Guides for Unit 4 Assessment ● Ninjas & Samurai ● Juneteenth | <p><u>Skills (Objectives):</u></p> <p>We are learning to read and analyze complex, grade-appropriate texts.</p> <p>We are learning to determine the central ideas of a text.</p> <p>We are learning to differentiate between Primary and Secondary sources.</p> <p>We are learning to utilize a Social Pyramid to identify class distinctions.</p> <p>We are learning to identify the influence of religions and how interaction can be marked by tolerance or conflict.</p> <p>We are learning to recognize the interrelated nature of societies in Africa, Asia, and Europe over time.</p> <p>We are learning to use content-specific, higher-level vocabulary in our answers and in our writing.</p> <p>We are learning to answer comprehension questions by including evidence to support our position.</p> <p>We are learning to use graphic organizers to compare different societies, economies, and cultures.</p> <p>We are learning to participate in constructive discussions.</p> <p>We are learning to communicate with our peers and to share what we have learned.</p> |
| <p><u>Interdisciplinary Connections:</u></p> <p>Language Arts</p> <p>Reading Complex Texts</p> <p>OER's</p> <p>Citing from a Text</p> <p>Evaluating Primary & Secondary Sources</p> | |

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| Using Graphic Organizers Reading Informational Text Science: The Ice Age and Human Migration (Japan) Geography - Utilizing Maps | |
| Stage 2: Assessment Evidence | |
| <u>Performance Task(s):</u> Build a Medieval Castle Project Koi Watercolor Project Unit 4 Assessment | <u>Other Evidence:</u> Vocabulary Quizzes - Weekly Primary & Secondary Sources - CFA In-class discussions |
| Stage 3: Learning Plan | |
| <u>Learning Opportunities/Strategies:</u> Do Nows OER's Turn & Talk Socratic Seminars Group Work Google Jamboard Assignments Padlet Hands-on Projects / Arts & Crafts materials | <u>Resources:</u> Social Studies Resources: <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12 • Facing History and Ourselves • New Jersey Historical Commission • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • Discovery Education • PBS Learning Media • Stanford History Education Group • Zinn Education Project Amistad Resources for Social Studies: <ul style="list-style-type: none"> • Black Past LGBT and Disabilities Resources: <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Resources: <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar Padlet |

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| | | Koi Watercolor Art Project https://photofunia.com/ Juneteenth Info./Resources | |
| Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| Provide a choice of additional texts or websites about the topic Texts can be provided at a higher reading level Optional at-home projects to be done on the student's own time Several students can read a text and have a discussion circle with a predetermined question or discussion starter Access to the classroom library of relevant reading material Subject-specific websites and educational games Project directions can be tailored to be more challenging or to facilitate exploration of additional information | Highly engaging classwork and projects Texts provided at a grade-appropriate reading level Access to the classroom library of relevant reading material Subject-specific websites and educational games Project directions are to be clear and comprehensive | Texts can be provided at an appropriate reading level Assignments and projects can be "chunked" into manageable steps A daily itinerary or agenda can be provided Assignments can be modified/ simplified to reflect attainable goals A reward system can be put in place to facilitate student motivation Assignments can be modified to reflect student's interests or hobbies Directions can be read aloud and reiterated as necessary Frequent check-ins for understanding | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries |

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Pacing Guide

| Content | Resources | Standards |
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| UNIT 1: Era 1: The Beginnings of Human Society (The Paleolithic and Neolithic Ages) 27 Days | | |
| Routines, Procedures, and Relationships (4 days) | 9/11 Article | 6.2.8.GeoPP.1.a |
| Marking the Anniversary of 9/11 (1 day) | Newsela: Lucy in the Tree with Food: Human Ancestor May Have Died from Fall | 6.2.8.GeoPP.1.b |
| Fact vs. Opinion (1 day) | DE: Human Evolution Video | 6.2.8.HistoryCC.1.a |
| Types of Historians (1 day) | DE: Daily Life of Homo Erectus | 6.2.8.HistoryCC.1.b |
| Artifacts and Fossils (2 days) | DE: Sculpture Image (Lucy) | 6.2.8.HistoryCC.1.c |
| Hominids, Neanderthals, and Homo Sapiens (3 days) | DE: Human Migration Map | 6.2.8.HistoryCC.1.d |
| Timelines and Chronological Sequencing (1 day) | Fossils and Artifacts | 6.2.8.HistorySE.1.a |
| Cave Paintings (1 day) | Timeline Image / Anchor Chart | |
| Human Migration and the Ice Age (2 days) | Lascaux Caves Website | |
| Agricultural Revolution (1 day) | DE: Neanderthal Activity | |
| Catal Hoyuk (2 days) | Newsela: Human Migration Video | |
| Archeological Finds of Neolithic Life/ Types of Tools, etc. (1 day) | Newsela: Earth's earliest humans had very inventive stone tools | |
| Otzi the Iceman (3 days) | Newsela: Germs that made "Iceman" sick give scientists clues about ancient humans | |
| Build Your Own Neolithic Settlement Project (2 days) | Otzi the Iceman Article | |
| Study Guides for the Unit 1 Assessment (2 days) | DE: Who was Otzi the Iceman? | |
| UNIT 2: Era 2: Early Civilization and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000-1000 BCE) 22 Days | | |
| The Four Early River Valley Civilizations (2 days) | DE: Varanasi & The Ganges River | 6.2.8.CivicsPI.2.a |
| Mesopotamia and the City-state (1 day) | DE: Excavations at Mohenjo-Daro | 6.2.8.CivicsHR.2.a |
| Religion in Mesopotamia (1 day) | DE: The Yellow River | 6.2.8.GeoSV.2.a |
| Sargon & Hammurabi (1 day) | | 6.2.8.GeoHE.2.a |
| | | 6.2.8.EconGE.2.a |
| | | 6.2.8.HistoryCC.2.a |
| | | 6.2.8.HistoryCC.2.b |

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| Mesopotamian Inventions (1 day) | DE: Geography of China: Change over time | 6.2.8.HistoryCC.2.c 6.2.8.HistoryCA.2.a |
| Introduction to Egypt (1 day) | DE: Terracotta Clay Animal | |
| Egypt's Social Pyramid (1 day) | DE: Geography Mesopotamia | |
| Egyptian Gods & Goddesses (1 day) | DE: Sumer Video Clip | |
| Egyptian Tombs & Pharaohs: Hatshepsut & Tut (3 days) | Newsela: Culture and Society in Ancient Mesopotamia | |
| Mummification (2 days) | DE: A Series of Empires (Mesopotamia) | |
| The Sarcophagus Project (2 days) | Newsela: World Leaders: Hammurabi | |
| Introduction to India (1 day) | DE: Role of Scribes in Mesopotamia | |
| Mohenjo-Daro & Harappa (1 day) | DE: Development of Writing in Mesopotamia | |
| The Aryans, Hinduism & the Caste System (2 days) | DE: Development of Written Language | |
| Study Guides for the Unit 2 Assessment (2 days) | DE: Babylonian Tablet | |
| | DE: Gilgamesh & Enkidu | |
| | Newsela: Guide to the Classics: The "Epic of Gilgamesh" | |
| | DE: Myths and Archetypes of Mesopotamia | |
| | DE: The Epic of Gilgamesh | |
| | Newsela: Agriculture in Ancient Egypt | |
| | Egypt's Social Pyramid | |
| | DE: Egypt Video | |
| | DE: Pharaohs | |
| | Newsela: World Leaders: Ramses the Great Mummification Video | |
| | Newsela: Ancient Egypt: The Art of Mummification | |
| | DE: Hieroglyphics | |

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| | DE: Slavery in Ancient Egypt Make a Sarcophagus Project Caste System Experiment Video Newsela: Early Civilization in the Indus Valley DE: Buddhist Monks Filming a Dance Crew Newsela: The History of the Caste System DE: Geography of India | |
| UNIT 3: Era 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) 23 Days | | |
| Introduction to Greece (1 day) | DE: Rome's Beginnings Video Clip | 6.2.8.CivicsPI.3.a |
| Athens vs. Sparta (1 day) | DE: Ancient Greece Geography Reading | 6.2.8.CivicsDP.3.a |
| Democracy and Other Forms of Government (2 days) | Newsela: Ancient Greece: The rise of city-states Athens and Sparta | 6.2.8.CivicsDP.3.b |
| Arachne, Daedalus & Icarus: Greek Mythology (3 days) | Athens vs. Sparta Diagram | 6.2.8.CivicsHR.3.a |
| Alexander the Great (1 day) | Baldwin's Arachne the Weaver Myth | 6.2.8.GeoPP.3.a |
| Nubia & Kush - (2 days) | Newsela: World Leaders: Alexander the Great | 6.2.8.GeoPP.3.b |
| Introduction to Rome - (1 day) | Newsela: A new look at the little-known pyramids of ancient Nubia | 6.2.8.EconEM.3.a |
| Rome's Founding: Romulus & Remus (1 day) | Nubia and Kush Google Arts and Culture | 6.2.8.Econ.GE.3.a |
| The Roman Republic (1 day) | DE: Geography of Ancient Greece | 6.2.8.HistoryCC.3.a |
| Julius Caesar (1 day) | DE: Genghis Khan Reading | 6.2.8.HistoryUP.3.a |
| Life in Rome (1 day) | DE: The Splendour of Ancient Kush | 6.2.8.HistoryUP.3.b |
| Christianity (1 day) | DE: The Oldest Amun Temple | 6.2.8.HistoryUP.3.c |
| The Decline of Rome (1 day) | DE: Kush Geography & Society (Techbook) | 6.2.8.HistoryCA.3.a |
| Study Guides for the Unit 3 Assessment (2 days) | | 6.2.8.HistoryCA.3.b |
| Gupta Empire, India (1 day) | | |
| Han Dynasty, China (1 day) | | |

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| <p>The Decline of the Gupta Empire and the Han Dynasty Compared with Rome's Decline (2 days)</p> | <p>DE: The Founding of Rome (Techbook)</p> <p>Newsela: Effects of Rome on the Modern World</p> <p>DE: Rome Video Channel</p> <p>DE: The Origins of Ancient Rome Techbook</p> <p>DE: Italy: Carnival Celebration</p> <p>DE: Venice & the Future of the Mediterranean</p> <p>Newsela: World Leaders: Julius Caesar</p> <p>Newsela: Decline and Fall of the Gupta Empire</p> <p>DE: Han Dynasty China (Techbook)</p> <p>DE: Fall of Han Reading</p> <p>DE: Impact of Gupta Reading</p> | |
| UNIT 4: Era 4: Expanding Exchanges and Encounters (500 CE–1450 CE) 22 Days | | |
| <p>Aksum (1 day)</p> <p>Geography of Medieval Europe (1 day)</p> <p>Charlemagne (1 day)</p> <p>Feudalism & Medieval Castles (2 days)</p> <p>Genghis Khan and Connections to the Yeun Dynasty (2 days)</p> <p>The Rise of Nation-States (2 days)</p> <p>Build a Medieval Castle Project (2 days)</p> <p>Joan of Arc (1 day)</p> <p>The Crusades (1 day)</p> <p>Islam (1 day)</p> <p>The Bubonic Plague (1 day)</p> | <p>DE: Aksum (Techbook)</p> <p>Japanese Feudalism -Social Pyramid</p> <p>Newsela: Charlemagne</p> <p>Samurai / Knight Venn Diagram</p> <p>DE: Feudal Society</p> <p>DE: Middle Ages Video Clip</p> <p>DE: Castles of the Rhine</p> <p>Newsela: Feudalism in Japan and Europe</p> <p>DE: Genghis Khan</p> <p>DE: Rise of Kings</p> | <p>6.2.8.CivicsPI.4.a</p> <p>6.2.8.CivicsDP.4.a</p> <p>6.2.8.GeoHE.4.a</p> <p>6.2.8.GeoHE.4.b</p> <p>6.2.8.GeoPP.4.a</p> <p>6.2.8.GeoPP.4.b</p> <p>6.2.8.GeoPP.4.c</p> <p>6.2.8.GeoHE.4.b</p> <p>6.2.8.GeoHE.4.c</p> <p>6.2.8.GeoGI.4.a</p> <p>6.2.8.EconGE.4.a</p> <p>6.2.8.EconNE.4.a</p> <p>6.2.8.HistoryCC.4.a</p> <p>6.2.8.HistoryCC.4.b</p> <p>6.2.8.HistoryCC.4.c</p> <p>6.2.8.HistoryCC.4.d</p> <p>6.2.8.HistoryCC.4.e</p> <p>6.2.8.HistoryCC.4.f</p> <p>6.2.8.HistoryCC.4.g</p> |

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| Mali (1 day) | DE: Joan of Arc Reading | |
| Geography of Medieval Japan (1 day) | Newsela: Women Leaders: Joan of Arc | |
| Japan: Human Migration (1 day) | Newsela: The Crusades: War in the Holy Land | |
| Japanese Feudal System (1 day) | | |
| Japanese Mythology (1 day) | DE: The Birthplace of Islam | |
| Study Guides for Unit 4 Assessment (2 days) | DE: Crusades (End) | |
| Ninjas & Samurai (1 day) | DE: Spread of Islam | |
| Juneteenth (1 day) | Juneteenth Info./Resources | |
| | DE: Joan of Arc Video Clip | |
| | DE: Joan of Arc animated video | |
| | DE- Joan of Arc Reading and Quiz | |
| | Newsela: The spread of Islam in ancient Africa | |
| | DE- Plague Reading | |
| | Newsela: Effects of the Black Death on Europe | |
| | DE: Mali (Techbook) | |
| | DE: Japanese Feudalism | |
| | DE: Japanese Mythology | |
| | DE: The Rise of the Samurai | |
| | Newsela: The Samurai and Bushido | |
| | DE: Iya Valley, Shikoku Island | |
| | DE: Japan: History of Disaster | |
| | DE: Northern Japan, Geography & Climate | |