

Grade 6 Social Studies Enrichment

Unit 1: Geography

Stage 1: Desired Results

Standards & Indicators:

2020 New Jersey Student Learning Standards – Social Studies

6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

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.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).

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.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

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.

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.

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).

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.

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.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.	Early planning can provide more options to pay for postsecondary training and employment.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
Central Idea/Enduring Understanding: Unit 1: Geography The physical dimensions of our planet can be measured and navigated through the principles of geography. Wherever we live, we are a part of a much larger world.		Essential/Guiding Question: Unit 1: Geography <ul style="list-style-type: none"> What is geography? How do people navigate the world using maps and globes? How can maps and globes, as a representation of our planet, help us understand our world as an aggregate?
Content: Unit 1: Geography Geography <ul style="list-style-type: none"> How geography is used in careers and in STEM applications. Reading a map of the United States Location of our state in relation to the rest of the country U.S. borders and its neighbors The globe and its component parts Latitude & longitude The Prime Meridian and the Equator The Northern and Southern Hemispheres The seven continents The major oceans Maps and map keys The compass rose: north, south, east and west Political maps Africa as an example of a political map 		Skills(Objectives): Unit 1: Geography <ul style="list-style-type: none"> Describe the role that geography plays in careers and STEM Identify the borders and the neighboring countries of the United States using a map Identify the location of New Jersey on a map of the United States Differentiate between latitude & longitudinal lines Use lines of longitude & latitude to pinpoint locations on a map Locate specific lines of longitude & latitude on a map according to their name, for example 60° east, Tropic of Capricorn, the Equator, etc. Identify the parts of the globe: the northern and southern hemispheres, the North Pole, the South Pole, the seven continents, major oceans, etc, on a globe / map Capable of navigating a globe or a map using a compass rose

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- Describe the purpose of a political map
- Differentiate between the borders of various countries using a political map
- Research the unique geographical features, political scene, cultural identities and resources of different countries that are found on a political map, as a Nearpod

Interdisciplinary Connections:

RI.CR.6.1. Reading Informational Text. Close Reading of Text.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

W.IW.6.2. Writing.Informative and Explanatory Writing.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. Writing.Writing Process.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Writing.Writing Research.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Writing.Sources of Evidence.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 🌱

W.RW.6.7. Writing.Range of Writing.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Science - studying globes and maps to make sense of the planet

Stage 2: Assessment Evidence

Performance Task(s):

Unit 1: Geography

Create Your Own Flag Activity
Plotting Latitude & Longitude on a flat map of the world
Getting to Know the Continents
Political Maps: Researching an African country

Other Evidence:

Teacher observation
Working productively in groups
Student/Teacher conferences
Evidence of student work in Google Classroom
Closure activities

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Unit 1: Geography

1. What is Geography?
 - a. Students will watch a youtube video that details what geography is and how it is used in careers and STEM. Students will discuss how geography is used in modern careers. Students will see a presentation about flags, their colors and symbols, and what they mean. Students will make their own flag that represents their values using arts & crafts materials.
2. Maps & Globes
 - a. Students will play the United States game on the website Seterra.com. Students will work on a paper map of the United States and identify New Jersey, its neighboring states, the borders of our country, our neighboring countries, and any other landmarks, rivers, national monuments, natural resources, etc. Students will examine a globe and identify its parts: continents, the Equator, The Prime Meridian, the hemispheres, the poles, major oceans, etc. Students will watch youtube videos about longitude & latitude and answer questions on worksheets. Students will use strands of ribbon as well as other arts & crafts materials to indicate specific lines of longitude & latitude on a flat, laminated map of the globe.
 - b. Political Maps - Students will use a paper map of Africa and use crayons and markers to color each country a different shade so that they create a political map. Students will choose one country from the map to research. Students will use only verifiable websites for their information. Students will compile their research in a Nearpod.

Resources:

Unit 1: Geography

GLSEN Educator Resources

For Educators: [Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Teaching Tolerance](#)

https://www.youtube.com/watch?v=6Mj8MTWZX4M&feature=emb_logo

<https://time.com/patriotic-flag-colors/>

https://docs.google.com/document/d/1ebO94osFcbSqGPkkFjaKtn-V388f1ILIPCQXXIMm_D0/edit?usp=sharing

<https://www.seterra.com/>

https://www.youtube.com/watch?time_continue=169&v=cTrsvGytGG0

<https://drive.google.com/file/d/1TAa24mU2WrPrpiB6z2e2vFAa4Gs5omWo/view?usp=sharing>

https://docs.google.com/document/d/1JljqLMlrybtzn9QttXdWBkd_25pFtzyoGCKjE_drAZc/edit?usp=sharing

https://www.youtube.com/watch?time_continue=1&v=IHlwHcE1EI0

<https://docs.google.com/document/d/18Uclr2FFY-RK96iT5R7YicUf92Bjprjv3bmmpCJAEy4/edit?usp=sharing>

https://drive.google.com/open?id=0ByFcMCefTs0_TEFXYlhyNHJGZk0&authuser=1

https://drive.google.com/open?id=1-AG4lUK6Zxkfp_kkwE9CrsfbVVllkd4RpqUY84s3Ovg&authuser=1

https://docs.google.com/document/d/1RaUUYsG6ZEIvv7relizTRV_OySB_W6J949PCLCIIlyk/edit?usp=sharing

<https://docs.google.com/document/d/1aMwAQTBn-hW1hM4WsjhrEvQGEdxDMM2I3sGXSBMBISs/edit?usp=sharing>

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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
<p>Enrichment Opportunities</p> <p>Adding additional expectations / tiers of learning to each project</p> <p>Independent Reading</p> <p>Using a graphic organizer for the essay, bullet main points and ideas used in the essay.</p> <p>Student generates notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 week independent study projects intended to provide enrichment</p>	<p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with their small groups and to share what they've learned with each other. Follow with whole group discussion of the most important points.</p> <p>Provide a study guide</p> <p>Frequently ask questions to engage student</p> <p>Provide multi-sensory instruction</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Using a graphic organizer for essay. Organizer must be completely filled out before proceeding with the essay.</p> <p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Frequently ask questions to engage student</p>	<p>Audio of the book / article read to the whole class</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Complete a "What I Learned" Chart. Include brainstorming as a pre-writing activity Provide a copy of notes</p> <p>Provide help with note taking</p> <p>Administer work in small segments</p> <p>Give one direction at a time</p> <p>Assign a peer buddy</p> <p>Extra time for reading assignments / projects</p> <p>Highlight important information for the student</p> <p>Teach specific memory cues and devices</p> <p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Additional time for completing assignments</p> <p>Provide a study guide</p> <p>Provide multi-sensory instruction</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: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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<p>Project based learning using technology - Nearpod presentation</p> <p>Students meet with those from other groups that read the same material to discuss what was most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p> <p>Marking the text and teacher guiding the practice</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In groups develop a google slide presentation</p> <p>Provide option for alternative assessments</p>			
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Unit 2: World Cultures

Stage 1: Desired Results

Standards & Indicators:

2020 New Jersey Student Learning Standards – Social Studies

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

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

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6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.

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.

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

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.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.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).

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.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

6.2.8.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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals and other personal factors.	Individuals can use their talents, resources, and abilities to give back.

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9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.	Early planning can provide more options to pay for postsecondary training and employment.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Central Idea/Enduring Understanding:

Unit 2: World Cultures

Culture is a complex idea that is hard to define. There are a variety of world cultures, traditions, and perspectives that we can explore and appreciate.

Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and diversity in the world.

Essential/Guiding Question:

Unit 2: World Cultures

- What is culture?
- Do I have a culture?
- Can studying other cultures and perspectives enrich our lives?
- What does it mean to be a global citizen?

Content:

Unit 2: World Cultures

1. World Cultures
 - a. What is culture?
 - b. Do I have a culture?
 - c. The Seven Elements of Culture
2. South America, Pre-columbian cultures
 - a. The Mayans
 - b. The Aztecs
 - c. The Inca
 - d. Accomplishments of pre-columbian cultures
3. Uncontacted Tribes
 - a. Background of what constitutes an uncontacted tribe
 - b. The value / uniqueness that comes with isolation from mainstream culture
 - c. Socratic Seminar: Should uncontacted tribes be forced to join the greater society or be left alone?
4. The Inuit
 - a. Inuit culture

Skills(Objectives):

Unit 2: World Cultures

- Describe / discuss the idea of culture
- Consider your own culture / heritage
- Describe the Seven Elements of Culture
- Choose a country and research it using the Seven Elements of Culture as a guide; Google Slides presentation
- Utilize only legitimate sources when researching a topic
- Locate the Pre-columbian civilizations on a map
- Describe some of the achievements of these civilizations before the arrival of the Spanish
- Conduct research on one of the cultures: The Mayans, The Aztecs, The Inca - in a poster project
- Read about and discuss the unique cultures / circumstances of uncontacted tribes
- Participate in a *Socratic Seminar* about issues surrounding uncontacted tribes
- Support claims made in a Socratic Seminar with evidence and or demonstrate higher level thinking
- Locate the Inuit people / tribal lands on a map

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<ul style="list-style-type: none"> b. Inuits' adaptation to their specific environment c. Inuit art 	<ul style="list-style-type: none"> • Identify key innovations that have allowed the Inuit to live in their environment • Describe Inuit art and its purposes; an Inukshuk for example • Use rocks to simulate the construction of an Inukshuk
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Interdisciplinary Connections:

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- J. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- K. Acknowledge and attempt a formal/academic style, approach, and form.
- L. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

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W.WR.6.5. Writing.Writing Research.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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W.RW.6.7. Writing.Range of Writing.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Science - studying globes and maps to make sense of the planet

Stage 2: Assessment Evidence

Performance Task(s):

Unit 2: World Cultures

The Seven Elements of Culture: Create a profile of a country using 7 *elements* as a guide, Google Slides presentation

Pre-columbian Civilizations: Research Poster Project

Other Evidence:

Teacher observation
Working productively in groups
Student/Teacher conferences
Evidence of student work in Google Classroom
Closure activities

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Participate in a Socratic Seminar about Uncontacted Tribes
Construct an Inukshuk using raw materials

Stage 3: Learning Plan

Learning Opportunities/Strategies:

1. What is Culture?
 - a. Students will watch a youtube video that suggests ideas about how to define the idea of culture. Students will discuss their own views on what constitutes culture. Students will use a worksheet about their own ideas about culture / their own heritage and or family traditions.
 - b. The Seven Elements of Culture - Students will watch a presentation about the seven elements. Students will research and create a profile of a country using the seven elements as a guide.
2. South America
 - a. Students will watch youtube videos about the Aztec, the Mayan, and the Inca civilizations. Students will answer questions about the video content on worksheets. Students will choose one culture to research. Students will compile their research in a poster project. Students will work in groups. Students who finish early may make an Aztec sundial using arts & crafts materials.
3. Uncontacted Tribes
 - a. Students will read articles about what constitutes an uncontacted tribe. Students will be exposed to campaigns and activist materials that advocate for protecting uncontacted tribes.
 - b. Socratic Seminar - Students will receive the rules, procedures, and expectations for participation in a Socratic Seminar. Students will use the articles that they have read to participate in a Socratic Seminar about issues surrounding uncontacted tribes, i.e. "Should Uncontacted Tribes be protected and left alone vs. forced to join the greater society?"
4. The Inuit
 - a. Students will watch youtube videos about the Inuit people. Students will research the tools and adaptations that allow the

Resources:

[GLSEN Educator Resources](#)

For Educators: [Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas. Advancing Opportunities](#)

[Teaching Tolerance](#)

https://www.youtube.com/watch?time_continue=1&v=ufuQnoscflmI

https://docs.google.com/document/d/1jnXJ-sCX9E8gicy_0Mo7EZxMJl4Xycdb6pgA9FrAals/edit?usp=sharing

https://docs.google.com/presentation/d/1HQozRRInQRu2o_0AQHJUC_4EZ6RdCPpyUFZvvzD0zag/edit?usp=sharing

<https://docs.google.com/presentation/d/1JXV5uIGusl8O13KHi8szbyele6ZCnMuAxwNYRL1gZFA/edit?usp=sharing>

https://www.youtube.com/watch?v=OZ_GHX23Rj0&feature=emb_logo

<https://docs.google.com/document/d/1CMriKZlwGxMd3C50ms1zkZalhh2ud84ITbRUEnNI3JE/edit?usp=sharing>

<https://drive.google.com/file/d/1DHJeniLjrl1XgHTfRgRAXPbKCif1rl9W/view>

https://docs.google.com/document/d/1aDx0AgGphekDZu_ktg_PweXZwA7OGWPSHOim94CEX7II/edit?usp=sharing

<https://drive.google.com/file/d/1ZiVoEdVDMH3HEwtnyGHoBalxsrDaKXb-/view?usp=sharing>

<https://docs.google.com/document/d/1xlksQAS3X5I6THYIgs--J1E4svnbaGehlL17Yj-UVFU/edit?usp=sharing>

https://docs.google.com/document/d/1H_THiPDPk7zwZnWNGWj99f5HiOAz5Fe2c59voODZfoQ/edit?usp=sharing

<https://docs.google.com/document/d/17R2jaLcNWOusieyY4IbFdts-G5hVw1m3gZ4dIUyZUyw/edit?usp=sharing>

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<p>Inuit to live in their environment. Students will complete a worksheet of an Inuit person and add five Inuit tools that they researched to the worksheet. Students will watch a youtube video and visit a website that details the Inuit artform of building Inukshuk. Students will bring in rocks and stones for hands-on building a miniaturized version of an Inukshuk.</p>	<p>https://docs.google.com/document/d/1W7tDe6auvmQZ37fBwI9oCiqdtnJXwW1GZxAgp-fpOOA/edit?usp=sharing</p> <p>https://docs.google.com/document/d/10_dBwEEgzBNP5ggqjT_fsfiiss2Smu2Ki96q9Of9Os/edit?usp=sharing</p> <p>https://www.cbc.ca/kidscbc2/the-feed/do-you-know-what-an-inukshuk-is</p> <p>https://docs.google.com/document/d/1li8Ewk-Erm_ol_7-13M38uHNHs8nmn_SX4A1ulGwnl/edit?usp=sharing</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
<p>Enrichment Opportunities</p> <p>Adding additional expectations / tiers of learning to each project</p> <p>Independent Reading</p> <p>Using a graphic organizer for the essay, bullet main points and ideas used in the essay.</p> <p>Student generates notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p>	<p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with their small groups and to share what they've learned with each other. Follow with whole group discussion of the most important points.</p> <p>Provide a study guide</p> <p>Frequently ask questions to engage student</p> <p>Provide multi-sensory instruction</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Using a graphic organizer for essay. Organizer must be completely filled out before proceeding with the essay.</p> <p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Frequently ask questions to engage student</p>	<p>Audio of the book / article read to the whole class</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Complete a "What I Learned" Chart. Include brainstorming as a pre-writing activity</p> <p>Provide a copy of notes</p> <p>Provide help with note taking</p> <p>Administer work in small segments</p> <p>Give one direction at a time</p> <p>Assign a peer buddy</p> <p>Extra time for reading assignments / projects</p> <p>Highlight important information for the student</p> <p>Teach specific memory cues and devices</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> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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<p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 week independent study projects intended to provide enrichment</p> <p>Project based learning using technology - Nearpod presentation</p> <p>Students meet with those from other groups that read the same material to discuss what was most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p> <p>Marking the text and teacher guiding the practice</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In groups develop a google slide presentation</p> <p>Provide option for alternative assessments</p>		<p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Additional time for completing assignments</p> <p>Provide a study guide</p> <p>Provide multi-sensory instruction</p>	
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Pacing Guide

Social Studies Enrichment	Content/Resources	Standards
MP 1		
UNIT 1 Geography 23 Days 1. Why is Geography Important? a. What is geography? b. How is geography used in careers? c. How is it used in STEM? d. Design a Flag Activity 2. Maps and Globes a. Map of the United States b. Location of New Jersey c. The United State's borders d. The United State's neighboring countries e. Longitude & Latitude f. The Prime Meridian & the Equator g. Pinpoint locations on a globe / map using longitude & latitude h. Getting to Know the Continents 3. Political Maps a. Designate borders on a political map b. Choose a country from a political map and research its unique national identity	<ul style="list-style-type: none"> Youtube Video about Geography and how it's used in Careers https://www.youtube.com/watch?v=6Mj8MTWZX4M&feature=emb_logo Flag Website https://docs.google.com/document/d/1ebO94osFcbSqGPkkFjaKtn-V388f1ILIPCQXXIMm_D0/edit Seterra Website Games https://www.seterra.com/ Globes and maps of the United States and the world Longitude & Latitude Resources https://www.youtube.com/watch?time_continue=169&v=cTrsvGytGG0 https://drive.google.com/file/d/1TAa24mU2WrPrpiB6z2e2vFAa4Gs5omWo/view?usp=sharing https://docs.google.com/document/d/1JljqLMlrybtzn9QttXdWBkd_25pFtzyoGCkjE_drAZc/edit?usp=sharing Laminated flat maps of the globe https://docs.google.com/document/d/1JljqLMlrybtzn9QttXdWBkd_25pFtzyoGCkjE_drAZc/edit?usp=sharing 	6.1.8.GeoSV.3.a 6.1.8.GeoSV.4.a 6.2.8.GeoPP.1.a 6.2.8.GeoPP.1.b 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.GeoHE.4.a 6.2.8.GeoPP.4.a 6.2.8.GeoPP.4.b 6.2.8.GeoPP.4.c 6.2.8.GeoHE.4.b 6.2.8.GeoHE.4.c 6.2.8.GeoGI.4.a

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	<ul style="list-style-type: none"> Digital resources for the continents https://docs.google.com/document/d/1B-Oolv4IDWly7UIZYLIJfJWiazEKlv7HiRB-JxkV_0-Wc/edit?usp=sharing Resources for Political Maps: https://drive.google.com/open?id=0ByFcMCefTs0_TEFXYIhyNHJGZk0&authuser=1 https://drive.google.com/open?id=1-AG4lUK6Zxkfp_kkwE9CrSfbVVllkd4RqpUY84s3Ovg&authuser=1 https://docs.google.com/document/d/1RaUUYsG6ZEIvv7relizTRV_OySB_W6J949PCLCIIlyk/edit?usp=sharing https://docs.google.com/document/d/1aMwAQTBn-hW1hM4WsjhrEvQGEdxDMM2l3sGXSBMBISs/edit?usp=sharing 	
MP 2		
UNIT 2 World Cultures 22 Days 1. What is Culture? a. An examination of culture as an idea b. Do I have a culture? 2. The Seven Elements of Culture a. Social organization, customs & traditions, religion, language, arts & literature, government, economic systems b. Researching using reliable sources 3. South American Civilizations a. Pre-columbian cultures b. The Aztecs, the Inca, the Mayans c. The location of these civilizations on a map d. Research one civilization: its accomplishments, religion, agriculture, leadership, etc.	<ul style="list-style-type: none"> Introduction to Culture as an Idea Do I Have a Culture? worksheet https://www.youtube.com/watch?time_continue=1&v=ufuQnoscfml https://docs.google.com/document/d/1jnxXJ-sCX9E8gicy_0Mo7EZxMJl4Xycdb6pgA9FrAals/edit?usp=sharing The Seven Elements of Culture resources and research project directions https://docs.google.com/presentation/d/1HQozRRInQRu2o_0AQHJUC_4EZ6RdCPpyUFZvzD0zag/edit?usp=sharing https://docs.google.com/presentation/d/1JXV5ulGusl8O13Khi8szbye6ZCnMuAxwNYRL1gZFA/edit?usp=sharing Youtube Video about the 	6.1.8.GeoSV.4.a 6.2.8.GeoPP.1.a 6.2.8.GeoPP.1.b 6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.b 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.d 6.2.8.HistorySE.1.a 6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a 6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.EconGE.2.a 6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.2.c 6.2.8.HistoryCA.2.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsHR.3.a 6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b 6.2.8.EconGE.3.a 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.CivicsPI.4.a 6.2.8.GeoPP.4.b

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<p>e. Researching using reliable sources</p> <p>4. Uncontacted Tribes (2 days)</p> <p>a. What are uncontacted tribes?</p> <p>b. Does their way of life have inherent value?</p> <p>c. Socratic Seminar rules & procedures</p> <p>d. Conducting a Socratic Seminar about uncontacted tribes</p> <p>5. The Inuit</p> <p>a. The location of the Inuit civilization on a map</p> <p>b. Inuit adaptations to their environment, clothing, shelters, hunting, etc.</p> <p>c. Inuit art: Inukshuk</p>	<p>Aztecs, the Inca, and the Mayans</p> <ul style="list-style-type: none"> Project directions for the South American cultures research project <p>https://www.youtube.com/watch?v=OZ_GHX23Rj0&feature=emb_logo</p> <p>https://docs.google.com/document/d/1CMriKZlwGxMd3C50ms1zkZalhh2ud84lTbRUEnNI3JE/edit?usp=sharing</p> <p>https://drive.google.com/file/d/1DHJeniLjrl1XgHTfRgRAXPbKCif1rI9W/view</p> <p>https://docs.google.com/document/d/1aDx0AgGphekDZuktg_PweXZwA7OGWPSHOim94CEX7II/edit?usp=sharing</p> <p>Resources for Uncontacted Tribes</p> <p>https://docs.google.com/document/d/1xIksQAS3X5I6THYlgs--J1E4svnbaGehLL7Yj-UVFU/edit?usp=sharing</p> <p>Socratic Seminar Resources</p> <p>https://docs.google.com/document/d/1HTHiPDPk7zwZnWNGWj99f5HiOAz5Fe2c59voODZfoQ/edit?usp=sharing</p> <p>https://docs.google.com/document/d/17R2jaLcNWOusieyY4IbFds-G5hVw1m3gZ4dIUyZUyw/edit?usp=sharing</p> <p>Resources for The Inuit</p> <p>https://docs.google.com/document/d/1W7tDe6auvmQZ37fBwl9oCiqdtnJXwW1GZxAgp-fpOOA/edit?usp=sharing</p> <p>https://docs.google.com/document/d/10dBvwEEgzBNP5ggqjT_fsfiiss2Smu2Ki96q9Of9Os/edit?usp=sharing</p> <p>https://www.cbc.ca/kidscbc2/the-feed/d-o-you-know-what-an-inukshuk-is</p> <p>https://docs.google.com/document/d/1li8Ewk-Erm_ol_7-13M38uHNHs8nmn_SX4A1ulGwnl/edit?usp=sharing</p>	<p>6.2.8.GeoHE.4.b</p> <p>6.2.8.GeoHE.4.c</p> <p>6.2.8.HistoryCC.4.b</p> <p>6.2.8.HistoryCC.4.g</p>
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