

Curriculum Design	
Content Area: Social Studies	
Course Title: Social Studies	Grade Level: 6
Unit 1-Beginnings of Human Society	3 Weeks
Unit 2-The Fertile Crescent	4 Weeks
Unit 3-Ancient Egypt and Nubia	4 Weeks
Unit 4-Ancient India	3 Weeks
Unit 5-Ancient China	4 Weeks
Unit 6-Ancient Greece	4 Weeks
Unit 7- Ancient Rome	4 Weeks
Unit 8-Civilizations of Asia	2 Weeks
	3 Weeks

Unit 9-Europe in the Middle Ages	
Unit 10-New Age In Europe	3 Weeks
Unit 11-Changes in the Western World	3 Weeks
Unit 12-Research	On Going
Date Created: August 2015	
Board Approved on: August 27, 2015	

Unit 1 Overview

Content Area: Social Studies

Unit 1 Title: Beginnings of Human Society

Grade Level: 6

Unit Summary

- Archaeologists study objects to learn about the past.
- Prehistory was the time period before written accounts were made.
- Geography and early human civilizations are connected. All people needed to live near water to survive.
- The Ice Man is an example of an early human. The artifacts found with him tell us about him and his time.

Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts-RL.6.2-Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

21st Century Themes 9.1: This unit will infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

Standards: 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Content Statements

- Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.
- The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.

<ul style="list-style-type: none"> Archaeology provides historical and scientific explanations for how ancient people lived. 			
CPI #	Cumulative Progress Indicator (CPI)		
6.2.8.A.1.a	Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.		
6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.		
6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.		
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies		
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.		
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> What tools do we use to understand the past? What is the connection between the geography of a place and its history? </td> <td> Unit Enduring Understandings <ul style="list-style-type: none"> Archaeologists learn from objects of the past to teach us. Beginnings of all human society needed a source of water to survive. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> What tools do we use to understand the past? What is the connection between the geography of a place and its history? 	Unit Enduring Understandings <ul style="list-style-type: none"> Archaeologists learn from objects of the past to teach us. Beginnings of all human society needed a source of water to survive.
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Evidence of Learning			
Summative Assessment <ul style="list-style-type: none"> NJ ASK 6 Section Quizzes <u>The Ancient World</u> Unit Exam 			
Equipment needed: Teacher Resources: Prentice Hall's <u>The Ancient World</u>			
Formative Assessments <table border="0"> <tr> <td> <ul style="list-style-type: none"> www.njcccs.org Classroom Application Docs Hands on activities Chapter tests </td> <td> <ul style="list-style-type: none"> Section quizzes Performance Assessment Project work </td> </tr> </table>		<ul style="list-style-type: none"> www.njcccs.org Classroom Application Docs Hands on activities Chapter tests 	<ul style="list-style-type: none"> Section quizzes Performance Assessment Project work
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Modifications: (Special education, ELLs, at-risk students, gifted and talented) <ul style="list-style-type: none"> Menus Choice Boards 			

Brigantine Public School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 2 Overview	
Content Area: Social Studies	
Unit 2 Title: The Fertile Crescent	
Grade Level: 6	
<p>Unit Summary</p> <ul style="list-style-type: none"> • The Fertile Crescent is one of the earliest documented civilizations. • Babylonia and Assyrian were 2 prominent civilizations in the area. • Mesopotamia provided a major step forward in civilization by establishing the first set of written laws, Hammurabi’s Code. • This region is the birthplace of Judaism. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts-RI.6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards: 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century</p>	
<p>Content Statements</p> <p>Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	
6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	
6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of ancient river valley civilizations.	
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley caves.	
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.	
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> • How does geography help shape civilizations? • How did civilizations in the Fertile Crescent help shape other civilizations? • What events helped shape the culture and beliefs of the Israelites? 	<ul style="list-style-type: none"> • All civilizations need a source of water to survive. • The Fertile Crescent established the first set of rules to help bring order to society. • After encounters through prophets, the Israelites adopted monotheism and the Ten Commandments as rules to live by. 	
Evidence of Learning		
Summative Assessment		
<ul style="list-style-type: none"> • NJ ASK 6 • Section Quizzes • <u>The Ancient World</u> Unit Exam 		
Equipment needed:		
Teacher Resources: Prentice Hall's <u>The Ancient World</u>		
Formative Assessments		
<ul style="list-style-type: none"> • www.njcccs.org Classroom Application Docs • Hands on activities • Chapter tests • Section quizzes • Performance Assessment • Project work 		
Modifications: (Special education, ELLs, at-risk students, gifted and talented)		

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 3 Overview	
Content Area: Social Studies	
Unit 3 Title: Ancient Egypt and Nubia	
Grade Level: 6	
<p>Unit Summary</p> <p>Egypt is an ancient land with the largest river, The Nile, running through it. It has polytheistic beliefs and mummifies its dead. Nubia is a wealthy land to its south. The Great Pyramids reside there.</p> <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts-RI.6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>21st Century Themes 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. 	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.B.2.b	Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these

	civilizations, then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.d	Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
WHST6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RH6-8.2	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.
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the main geographic features of ancient Egypt and Nubia? • How was Egyptian society organized? • What are the kingdoms of Nubia? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The Nile River is essential to life. The deserts provide protection. • Pharaohs ruled through dynasties. • Kerma, Napata, and Moroe were the kingdoms of Nubia.
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Evidence of Learning

<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 6 • Section Quizzes • <u>The Ancient World</u> Unit Exam <p>Equipment needed:</p> <p>Teacher Resources: Prentice Hall’s <u>The Ancient World</u></p>
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<p>Formative Assessments</p> <ul style="list-style-type: none"> • www.njcccs.org Classroom Application Docs • Hands on activities • Chapter tests • Section quizzes • Performance Assessment • Project work
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Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 4 Overview
Content Area: Social Studies
Unit 4 Title: Ancient India
Grade Level: 6
<p>Unit Summary</p> <ul style="list-style-type: none"> • Ancient India is a subcontinent protected by seas and mountains. • It is the birthplace of Hinduism. • It is the birthplace of Buddhism. • The Mauryan Empire was the highlight of the Golden Age of ancient India. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts-RI.6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>21st Century Themes: 9.1: This unit will infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>
Learning Targets
<p>Standards 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. • Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. • Cultural exchange and diffusion dramatically increased, and enduring world religions

<p>emerged, during the era of classical civilizations.</p> <ul style="list-style-type: none"> Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. 	
CPI #	Cumulative Progress Indicator (CPI)
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH6-8.2	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.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> What are the geographic features of India? What are the principle ideas behind Hinduism, how did it begin? What are the principle ideas behind Buddhism, how did it begin? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Ancient India is a subcontinent protected by seas and mountains. Hinduism was founded by Siddhartha Gautama; it follows “the middle way”. Hinduism was a blending of various religion and aims to break the cycle of reincarnation.
Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> NJ ASK 6 Section Quizzes <u>The Ancient World</u> Unit Exam 	

Teacher Resources: Prentice Hall's The Ancient World

Formative Assessments

- www.njcccs.org Classroom Application Docs
- Hands on activities
- Chapter tests
- Section quizzes
- Performance Assessment
- Project work

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 5 Overview
Content Area: Social Studies
Unit 5 Title: Ancient China
Grade Level: 6
<p>Unit Summary</p> <ul style="list-style-type: none"> • Ancient China was located between the Huang He and Chang Jiang Rivers. • Confucius was an ancient Chinese philosopher whom had a great impact on the world. • China was ruled by a series of dynasties. • Ancient China boasts many achievements and inventions in use today. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts-RH6-8.2-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.</p> <p>21st Century Themes: 9.1: This unit will infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>
Learning Targets
<p>Standards 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. • Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. • Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

CPI #	Cumulative Progress Indicator (CPI)		
6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.		
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.		
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.		
6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.		
6.2.8.D.3.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.		
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.		
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
RH6-8.2	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.		
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the geographic setting of Ancient China? • Who was Confucius? • How was Ancient China ruled, who was notable? • Were there many advances in Ancient China? </td> <td style="width:50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Ancient China was located between the Huang He and Chang Jiang Rivers. • Confucius was an ancient Chinese philosopher whom had a great impact on the world. • Confucius was an ancient Chinese philosopher whom had a great impact on the world. • China was ruled by a series of dynasties most notable, The Han. • Many notable advances came from Ancient China. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the geographic setting of Ancient China? • Who was Confucius? • How was Ancient China ruled, who was notable? • Were there many advances in Ancient China? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Ancient China was located between the Huang He and Chang Jiang Rivers. • Confucius was an ancient Chinese philosopher whom had a great impact on the world. • Confucius was an ancient Chinese philosopher whom had a great impact on the world. • China was ruled by a series of dynasties most notable, The Han. • Many notable advances came from Ancient China.
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Evidence of Learning			
<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 6 • Section Quizzes • <u>The Ancient World</u> Unit Exam <p>Equipment needed:</p> <p>Teacher Resources: Prentice Hall’s <u>The Ancient World</u></p>			

Formative Assessments

- www.njcccs.org Classroom Application Docs
- Hands on activities
- Chapter tests
- Section quizzes
- Performance Assessment
- Project work

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 6 Overview
Content Area: Social Studies
Unit 6 Title: Ancient Greece
Grade Level: 6
<p>Unit Summary</p> <ul style="list-style-type: none"> • Geography influenced the development of civilization in Greece by creating fishing and sea travel/trade communities due to the mountainous terrain. • There was a belief in many gods in Ancient Greece. • Athens and Sparta were dominant city-states in Ancient Greece. • Pericles was the father of democracy. • Many great philosophers lived in Ancient Greece. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts-RH6-8.2-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.</p> <p>21st Century Themes: 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>
Learning Targets
<p>Standards 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. • Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. • Classical civilizations declined as a result of internal weaknesses and external invasions,

but they left lasting legacies for future civilizations.

CPI #	Cumulative Progress Indicator (CPI)
6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.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.
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH6-8.2	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.

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How did the mountainous terrain influence the civilizations of Ancient Greece? • What type of religion was practiced? • What were Athens and Sparta? • Who was Pericles? • Is Greece known for philosophy? 	<ul style="list-style-type: none"> • Geography influenced the development of civilization in Greece by creating fishing and sea travel/trade communities due to the mountainous terrain. • There was a belief in many gods in Ancient Greece. • Athens and Sparta were dominant city-states in Ancient Greece. • Pericles was the father of democracy. • Many great philosophers lived in Ancient Greece.

Evidence of Learning

<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 6 • Section Quizzes • <u>The Ancient World</u> Unit Exam <p>Equipment needed:</p> <p>Teacher Resources: Prentice Hall's <u>The Ancient World</u></p>
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Formative Assessments

- www.njcccs.org Classroom Application Docs
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Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 7 Overview
Content Area: Social Studies
Unit 7 Title: Ancient Rome
Grade Level: 6
<p>Unit Summary</p> <ul style="list-style-type: none"> • The early Romans formed a republic to avoid being ruled by a king. • After the fall of the Roman republic, an empire was established. • Daily life among the Ancient Romans was very difficult, many were poor, few were wealthy. • Christianity was developed in Ancient Rome. • The Roman Empire fell in 476 AD. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts-RH6-8.2-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.</p> <p>21st Century Themes: 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>
Learning Targets
<p>Standards 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. • Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. • Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

CPI #	Cumulative Progress Indicator (CPI)		
6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.		
6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.		
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.		
6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.		
6.2.8.D.3.c	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.		
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
RH6-8.2	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.		
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why was there a Roman Republic? • What resulted from the end of the republic? • What was daily life like in Ancient Rome? • What religion was developed here? • When was the fall of the Roman Empire? </td> <td style="width:50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The early Romans formed a republic to avoid being ruled by a king. • After the fall of the Roman republic, an empire was established. • Daily life among the Ancient Romans was very difficult, many were poor, few were wealthy. • Christianity was developed in Ancient Rome. • The Roman Empire fell in 476 AD. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why was there a Roman Republic? • What resulted from the end of the republic? • What was daily life like in Ancient Rome? • What religion was developed here? • When was the fall of the Roman Empire? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The early Romans formed a republic to avoid being ruled by a king. • After the fall of the Roman republic, an empire was established. • Daily life among the Ancient Romans was very difficult, many were poor, few were wealthy. • Christianity was developed in Ancient Rome. • The Roman Empire fell in 476 AD.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why was there a Roman Republic? • What resulted from the end of the republic? • What was daily life like in Ancient Rome? • What religion was developed here? • When was the fall of the Roman Empire? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The early Romans formed a republic to avoid being ruled by a king. • After the fall of the Roman republic, an empire was established. • Daily life among the Ancient Romans was very difficult, many were poor, few were wealthy. • Christianity was developed in Ancient Rome. • The Roman Empire fell in 476 AD. 		
Evidence of Learning			
<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 6 • Section Quizzes • <u>The Ancient World</u> Unit Exam <p>Equipment needed:</p> <p>Teacher Resources: Prentice Hall’s The Ancient World</p>			
Formative Assessments			

Brigantine Public School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- www.njcccs.org Classroom Application Docs
- Hands on activities
- Chapter tests
- Section quizzes
- Performance Assessment
- Project work

Unit 8 Overview

Content Area: Social Studies

Unit 8 Title: Civilizations of Asia

Grade Level: 6

Unit Summary

- The Golden Age in China was a time of peace and wealth and invention.
- Feudalism was the form of rule in Japan.
- The Great Mongol Empire was at its height in India.

Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts-RH6-8.2-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.

21st Century Themes: 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

Standards 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Content Statements

- The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

CPI #	Cumulative Progress Indicator (CPI)		
6.2.8.A.4.b	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.		
6.2.8.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.		
6.2.8.B.4.c	Determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development.		
6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.		
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.		
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.		
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.		
6.2.8.B.4.d	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.		
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
RH6-8.2	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.		
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%; vertical-align: top;"> <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What was the Golden Age in China? • Describe Feudalism. • What was the Mongol Empire? </td> <td style="width:50%; vertical-align: top;"> <p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The Golden Age in China was a time of peace and wealth and invention. • Feudalism was the form of rule in Japan. • The Great Mongol Empire was at its height in India. </td> </tr> </table>		<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What was the Golden Age in China? • Describe Feudalism. • What was the Mongol Empire? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • The Golden Age in China was a time of peace and wealth and invention. • Feudalism was the form of rule in Japan. • The Great Mongol Empire was at its height in India.
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Evidence of Learning			
<p>Summative Assessment</p> <ul style="list-style-type: none"> • NJ ASK 6 • Section Quizzes • Medieval Times Unit Exam 			

Equipment needed:

Teacher Resources: Prentice Hall's Medieval Times

Formative Assessments

- www.njcccs.org Classroom Application Docs
- Hands on activities
- Chapter tests
- Section quizzes
- Performance Assessment
- Project work

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 9 Overview

Content Area: Social Studies

Unit 9 Title: Europe In The Middle Ages

Grade Level: 6

Unit Summary

- Feudalism was the form of rule.
- Cities became more prevalent.
- The crusades were religious wars of the time.
- Kings and popes ruled Europe.

Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RL.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

21st Century Themes: 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

Standards 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Content Statements

- The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

CPI #	Cumulative Progress Indicator (CPI)	
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.	
6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.	
6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.	
6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.	
6.2.8.D.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.	
6.2.8.D.4.d	Determine which events led to the rise and eventual decline of European feudalism.	
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
RH6-8.2	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.	
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> • What was feudalism? • What were the crusades • Why were they waged? • Who ruled? 	<ul style="list-style-type: none"> • Feudalism was a system of rule where the more fortunate helped the less. • Crusades were religious wars fought over sacred lands. • Kings and popes ruled Europe. 	
Evidence of Learning		
Summative Assessment		
<ul style="list-style-type: none"> • NJ ASK 6 • Section Quizzes • <u>Medieval Times</u> Unit Exam 		
Equipment needed:		
Teacher Resources: Prentice Hall’s Medieval Times		
Formative Assessments		
<ul style="list-style-type: none"> • www.njcccs.org Classroom Application Docs • Hands on activities • Chapter tests 	<ul style="list-style-type: none"> • Section quizzes • Performance Assessment • Project work 	

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 10 Overview
Content Area: Social Studies
Unit 10 Title: The New Age In Europe
Grade Level: 6
<p>Unit Summary</p> <ul style="list-style-type: none"> • This was the age of the renaissance and reformation. • This was the time that explores were traveling to new lands. • There were many conquests in the Americas and Africa. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RI.6.2-Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>21st Century Themes: 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>
Learning Targets
<p>Standards 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. • The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. • While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

CPI #	Cumulative Progress Indicator (CPI)	
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.	
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.	
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).	
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.	
6.2.8.D.4.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.	
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
RH6-8.2	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.	
Unit Essential Questions <ul style="list-style-type: none"> • What is the Renaissance? • What is Reformation? • Who were some notable explorers? 		Unit Enduring Understandings <ul style="list-style-type: none"> • The Renaissance was essentially a cultural movement which encompassed a revival of learning based on classical sources which were being "rediscovered." • The Reformation was a reform of the Catholic Church in Europe. • Francisco Pizarro, Hernan Cortes, Christopher Columbus, Ferdinand Magellan, and Vasco da Gama were famous explorers during the Age of Exploration.
Evidence of Learning		
Summative Assessment <ul style="list-style-type: none"> • NJ ASK 6 • Section Quizzes • <u>Medieval Times</u> Unit Exam 		

Equipment needed:

Teacher Resources: Prentice Hall's Medieval Times

Formative Assessments

- www.njcccs.org
- Classroom Application Docs
- Hands on activities
- Chapter tests
- Section quizzes
- Performance Assessment
- Project work

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 11 Overview
Content Area: Social Studies
Unit 11 Title: Changes In The Western World
Grade Level: 6
<p>Unit Summary</p> <ul style="list-style-type: none"> • The age of Enlightenment brought great advances. • The Industrial Revolution helped to modernize the culture. • Imperialism was at its height. <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RI.6.2-Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>21st Century Themes: 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>
Learning Targets
<p>Standards 6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
<p>Content Statements</p> <ul style="list-style-type: none"> • The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. • The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. • While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

CPI #	Cumulative Progress Indicator (CPI)	
6.2.8.B.4.d	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.D.4.a	Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.	
6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.	
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
RH6-8.2	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.	
Unit Essential Questions <ul style="list-style-type: none"> • What was the Enlightenment? • What was the Industrial Revolution? • What was Imperialism? 		Unit Enduring Understandings <ul style="list-style-type: none"> • The Enlightenment was an 18th century philosophical movement in Europe that stressed the importance of reason in analyzing and investigating. • The Industrial Revolution is the name given the movement in which machines changed people's way of life as well as their methods of manufacture. • Imperialism is when one country takes control, sometimes aggressively, sometimes passively, over a country.
Evidence of Learning		
Summative Assessment <ul style="list-style-type: none"> • NJ ASK 6 • Section Quizzes • <u>Medieval Times</u> Unit Exam Equipment needed: Teacher Resources: Prentice Hall’s Medieval Times		
Formative Assessments <ul style="list-style-type: none"> • www.njcccs.org Classroom Application Docs • Hands on activities • Chapter tests • Section quizzes • Performance Assessment • Project work 		

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 12 Overview	
Content Area: Social Studies	
Unit 12 Title: Research	
Grade Level: 6	
<p>Unit Summary</p> <p>Throughout the year the students will be asked to complete research on historical figures/topics and provide appropriate citation to show where this research was obtained. This may be shown through project work or written work.</p> <p>Primary interdisciplinary connections: Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RI.6.7-Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>21st Century Themes: 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards: Common Core State Standards</p> <p>Reading Standards for Literacy in History/Social Studies 6-12</p> <p>Writing Standards for Literacy in History/Social Studies 6-12</p>	
<p>Content Statements</p> <ul style="list-style-type: none"> • Clear and coherent writing supports my arguments. • The use of visual information also supports my arguments. • There is a pattern and process to research and writing in technical subjects. 	
CPI #	Cumulative Progress Indicator (CPI)
RH8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
WHST8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why do I need to cite an author’s words in my writing? • How do concise writing and the use of visual information support my argument? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Credit must be given to the author to be correct. • My arguments are stronger when supported with concise writing and visual information.
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Evidence of Learning

<p>Summative Assessment</p> <ul style="list-style-type: none"> • Assigned research work • Note Cards • Outlines <p>Equipment needed:</p> <p>Teacher Resources: Teacher created assignments focusing on research</p>

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Research paper • Speech
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<p>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</p> <ul style="list-style-type: none"> • Menus • Choice Boards • Tiered Assignments • Partner work • Leveled Texts • Flexible grouping • Individualizing lessons • Compacting • Varying question levels
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