

Grade Six

Course: Social Studies	Grade: 6	Time Frame: September-October (8 weeks)
Unit of Study: Unit I -Early Civilizations		
STAGE 1: Desired Results		
21st Century Skills		
<i>Learning and Innovation Skills:</i> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration		
<i>Information, Media and Technology Skills:</i> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy		
<i>Life and Career Skills:</i> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility		
NJSLS- Social Studies	Indicator	
6.2.8.A.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.	
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.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now	
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.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.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

NJSLS – Technology	
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
NJSLS - 21st Century Life and Career	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual’s earning power
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors

MEANING

Enduring Understandings

Students will understand that... x Civilizations developed and changed over time. x Stone Age Technology enhanced the survival of early humans.

Essential Questions

x What characteristics define a civilization? x What types of technology did Stone Age people develop?

- x Early Cave Drawings provide insight into life during the Stone Age.*
- x Agricultural tools changed the way of life.*

- x How did we discover information about the lives of early Stone Age people?*
- x What activities are involved in agriculture?*

ACQUISITION

Knowledge

Students will

- x Civilizations (people living in large organized groups) happen when people use tools, have specialization and agriculture to sustain life, and organize government, religion and learning.*
- x x New and stronger tools for special purposes allowed Stone Age man to grow stronger.*
- x The artifacts and cave art of early man tell archaeologists about their history.*
- x Early stone age man had little chance of maintaining life. With the discovery of how to control fire, the quality of life for man improved, and specialization occurred.*
- x Early Stone Age man lived off of the land by hunting, gathering and using simple tools, but by the end of the Stone Age (Neolithic Era) mankind had developed civilizations.*

Skills

Students will be able to... x Identify the Paleolithic and Neolithic Eras

- x Describe the Stone Age x Analyze how the use of tools developed and changed life x Describe how fire changed the lives of early humans x Explain how early people discovered and began to use metals*
- x Investigate the benefits of agriculture for civilization*
- x Record artifacts that have been found by archaeologists which tell the story of early man*

STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative:</p> <ul style="list-style-type: none"> x Journal writing related to early humans x Oral presentations on artifacts, cave art, archaeology x Graded Webquests - The Stone Age <p>Summative:</p> <ul style="list-style-type: none"> x Unit Test on Ancient Peoples (Nomads) x Unit vocabulary quizzes and tests 	<p>Alternative:</p> <ul style="list-style-type: none"> x Google Slideshows presenting found information on animals/artifacts from the Ice Age. <p>Benchmark:</p> <ul style="list-style-type: none"> x LinkIT x Reading Inventories
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

<p>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</p>	<p>Integrated Accommodations and Modifications</p>
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- x x x Reading comprehension questions
Small group activities researching various roles of people during this time period. IE: women, men, children, etc.
- x Journal writing assignments/debates/discussion of current event topics that are relevant to the unit being studied and/or present day situation. create an artifact activity
- x Create a Google Drawing fo ancient artifact cave drawings

- ELL** x Use a filled in graphic organizer in both languages x Text in native language and audio in english x Work in small groups with extra help to interpret discussion x Display world map highlight area being discussed x Use pictures with words in both languages x Use a bilingual picture dictionary x Work in small group to write an advertisement x Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content) x

Audio texts

- x Display world map and highlight area being discussed
- x Pictures of ancient artifacts and students will draw the modern equivalent x Work with a partner to fill in detailed graphic organizers to write a journal x Use text to speech technology when writing x Support auditory presentation with visuals x Tiered Vocabulary - Picture support
- x Vocabulary - Pre-teaching <http://www.educators/content/introducing> **504**

(See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavior, Presentation, Evaluation)	Specific Procedures used in instruction
Pictures of ancient artifacts and students will draw the modern equivalent	Evaluation	Compare and contrast

- x Pictures of ancient artifacts and students will draw the modern equivalent
- x Graphic Organizers pre-filled in x Create a T-chart with a partner x Audio texts
- x Use word cards with pictures to identify reasons why people leave
- x Display a World Map with highlighted areas x Cut out pictures and paste into a documents to cite evidence

x Vary the method of lesson presentation using multi-sensory techniques x Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure x Display map of the region

x Graphic organizer that allows them to focus on comparing and contrasting x Draw and create an artifact

x Use pictures with labels for vocabulary

x Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening): Describe the differences from region to region	Cognitive Structures
Written Products:	Problem Solving Strategies Analyze how the use of tools developed a life
Spoken Products:	Values
Constructed Products: Make cave drawings that tell a story	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors	

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	<ul style="list-style-type: none">x Google Slideshows presenting found information on animals/artifacts from the Ice Age.x Make cave drawings that tell a storyx Analyze how the use of tools developed and changed life x Make a detailed map using symbolsx Tiered Vocabulary - concrete to abstract examples
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Interdisciplinary Connections	Technology Integration	21st Century Life and Career	Resources
<p><u>Health/PE</u>- Examine average yearly temperatures in various regions. Explore how climate impacts how people live.</p> <p><u>English Language Arts & Literacy</u>- Students read all or part of a novel that is set in a region different than their own. Examine how the geography of the region affects the way of life of the characters. Students can present their findings in an interview format.</p> <p><u>Math</u>- Create a timeline and ask students to plot a series of milestones on the timeline.</p> <p><u>Science</u>- The first farmers had to use inductive reasoning in learning where, how, and what to plant and harvest. Inductive reasoning moves from the particular to general.</p> <p><u>World Languages</u>- Students will research the origin of cuneiform writing. Students will translate their</p>	<p>x You Tube x Discovery Education</p> <p>x Use Google Classroom to manage assignments and stay up to date on deadlines and announcements</p>	<p>x Explain the importance of rivers in civilizations both in the past and in current civilizations.</p>	<p>*HMH Kids Discover</p> <p>* https://egypt.mrdonn.org/</p> <p>*https://discoverykids.com/</p> <p>*Leveled readers</p> <p>*classroom library books</p>
<p>names, seasons, common words to cuneiform.</p>			
<p>Content Specific Vocabulary x Hunter-gatherers, Domesticate, Paleolithic era, Migrate, Flaking, Surplus, Technology, Agriculture, Neolithic era , specialization</p>			

ELL Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning

Tier One	Teacher will determine words based on the need of the student
Tier Two	x Hunter-gatherers, Domesticate, Paleolithic era, Migrate, Flaking, Surplus, Technology, Agriculture, Neolithic era , specialization
Tier Three	Teacher will determine words based on the need of the student

Course:	Social Studies	Grade:	6	Time Frame:	November - December (8 weeks)
Unit of Study: Unit II- The Fertile Crescent					

STAGE 1: Desired Results

21st Century Skills
Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS- Social Studies	Indicator
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 early 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 early river valley civilizations.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8.D.2.c	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.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
NJSLS -	

Technology	
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
NJSLS - 21st Century Life and Career	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors

MEANING

Enduring Understanding

Students will understand that... x Mesopotamia is located in the Fertile Crescent and its major rivers ie: Euphrates and Tigris) and how they utilized these for their civilization. x The use of cuneiform, irrigation, and The Code of Law in helping to

Essential Questions

Students will keep considering... x Where on the map is Mesopotamia located and what physical features lent to its success as a civilization?
x How did writing, technology, rulers, and religion contribute to the creation

assist with an organized society.

- x Moses, the prophet of God, led the Jewish people out of slavery to Egypt.
- x The origins of Judaism and Jewish beliefs of past and present.

of a successful civilization?

- x The origins of Judaism and who led the Jewish people.

ACQUISITION

Knowledge

s will know...
x x x Mesopotamia is smaller than the Fertile Crescent.
x x x Mesopotamia is the land between the Tigris and Euphrates Rivers.
x x Levees control flooding and canals provide irrigation from the rivers. Cuneiform was developed and Sargon was able to send messages across his kingdom with this new written language. Most Sumerian cities had a ziggurat with a temple for religious purposes. The wheel enhanced the lives of this civilization by moving larger loads and the ability to have war chariots. Hammurabi created a code of law that dealt with everything from divorce, to pay, to slavery. Moses, a prophet of God, led the Jewish people out of slavery to Egypt. He delivered the Ten Commandments.

Skills

Students will be able to... x Explain how technology such as levees and canals improved farming in the Mesopotamian region.
x Analyze the reasons for the growth of the civilizations in the Fertile Crescent.
x Explain how and why cuneiform developed and its importance.
x Analyze the importance of the various city-states that were found in the Fertile Crescent.
x Explain the cultural values of Mesopotamians. x Analyze Babylonian life under the Code of Hammurabi x Describe the origins of Judaism and who led them out of slavery.

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

Formative:

- x Cuneiform clay tablets x Ancient Sumerian Menu- researching food from the Ancient world.
- x Graded Webquests - Mesopotamia, Egypt

Summative:

- x Unit Test on Fertile Crescent x Quizzes- Vocabulary, maps, and answer related questions to the topic.
- x Google Slides/Drawings presentation

Alternative:

- x Act out a play on Ancient Sumerian Culture and create props

Benchmark

- X LinkIT
- x Reading Inventories

STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- x Reading comprehension questions
- x Small group activities researching various roles of people during this time period. IE: women, men, children, etc.
- x Journal writing assignments/debates/discussion of current event topics that is relevant to the unit being studied and/or present day situation.
- x Research how major rivers impacted life in this region and create a presentation

Integrated Accommodations and Modifications

ELL X Use a filled in graphic organizer in both languages X Text in native language and audio in English X Work in small groups with extra help to interpret discussion X Display world map highlight waterways X Use pictures with words in both languages X Use a bilingual picture dictionary X Work in small group to write an advertisement X Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- X Audio texts with written texts X Leveled book with same information X Role play
- X Display world map and highlight waterways X Use note cards with pictures
- X Work with a partner to fill in detailed graphic organizers to write a journal
- X Use text to speech technology when writing X Support auditory presentation with visuals X Tiered Vocabulary - Picture support
- X Vocabulary - Pre-teaching <http://www.educators/content/introducing>

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavior, Presentation, Evaluation)	Specific Procedures used in instruction
Note cards with diagrams	Presentation	

- X Pictures of ancient artifacts and students will draw the modern equivalent
- X Graphic Organizers pre-filled in X Create a T-chart with a partner
- X Audio texts
- X Use word cards with pictures to identify waterways X Display a World Map with highlighted areas

X Cut out pictures and paste into a documents to cite evidence X Vary the method of lesson presentation using multi-sensory techniques X Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure X Display map of the region

- X Graphic organizer that allows them to focus on comparing and contrasting
- X Draw and create waterways
- X Use pictures with labels for vocabulary
- X Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures
Written Products: Write a description of the beliefs of the civilization.	Problem Solving Strategies Analyze the reasons for the growth of the civilizations in the Fertile Crescent.
Spoken Products:	Values
Constructed Products: Create a diagram that illustrates government of the civilization.	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors	

x Analyze the reasons for the growth of the civilizations in the Fertile Crescent.

	<ul style="list-style-type: none"> X Construct a timeline that indicates the major events in the civilization's history. X Create a diagram that illustrates government of the civilization. X Write a description of the beliefs of the civilization. X Draw different aspects of the culture of your civilization (clothing, architecture, etc.) X <p>Tiered Vocabulary - concrete to abstract examples</p>		
<p><u>Interdisciplinary Connections</u></p> <p><u>Career Education</u>-Explore the career options associated with history and research. Archeology, research and writing.</p> <p><u>Health/PE</u>- After completing lesson on the code of Hammurabi, assess the physical problems humans would have faced as a result of the harsh punishments in 1700 BC.</p> <p><u>Math</u>- Students will identify events and dates on an existing timeline. Students will calculate how many years passed between events.</p> <p><u>Science</u>- Students will model the Fertile Crescent by creating clay highlands, a riverbed and bay.</p> <p><u>World Languages</u>- Comparing words and places. While examining the globe showing the world's landforms speculate how these landforms contributed to the development of different languages.</p>	<p><u>Technology Integration</u></p> <ul style="list-style-type: none"> *cuneiform writing on clay tablets using a stylus *Ancient Sumerian Menus *Interactive Websites on the Fertile Crescent area. 	<p><u>21st Century Life and Career</u></p> <ul style="list-style-type: none"> *Research what life is like in modern day Fertile Crescent area. *research what life is like for modern day Jewish people. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> *HMH Kids Discover * https://egypt.mrdonn.org/ *https://discoverykids.com/ *Leveled readers *classroom library books

Content Specific Vocabulary x Silt, Code of law, Drought, Aqueduct, Hammurabi, Levee, Irrigation, Judaism, Covenant, Cuneiform, Prophet, Torah, Scribe, City-state, Monotheism, 10 Commandments, Zigurat, Polytheism, Empire, diaspora

ELL Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www./pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning

Tier One	Teacher will determine words based on the need of the student
Tier Two	x Silt, Code of law, Drought, Aqueduct, Hammurabi, Levee, Irrigation, Judaism, Covenant, Cuneiform, Prophet, Torah, Scribe, City-state, Monotheism, 10 Commandments, Zigurat, Polytheism, Empire, diaspora
Tier Three	Teacher will determine words based on the need of the student

Course:	Social Studies	Grade:	6	Time Frame:	January - February (8 weeks)
Unit of Study: Unit III. Ancient Egypt					

STAGE 1: Desired Results

21st Century Skills

Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
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6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.c	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.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
NJSLS - Technology	

8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
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NJSLS - 21st Century Life and Career	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
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9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power

MEANING

<p>Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> x Geographical features impact survival of civilizations. x The government and architecture of a civilization aids in the glorification of the civilization. x The social pyramid was crucial to the survival of the Egyptian culture. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> x Why do civilizations depend on rivers? x How did the role of the Pharaoh and the pyramids/Valley of the Kings contribute to the Egyptian culture? x What were the various ranks of the social pyramid of Egyptian society?
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ACQUISITION

<p>Knowledge <i>Students will know...</i></p>	<p>Skills <i>Students will be able to...</i></p>
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<ul style="list-style-type: none"> x The Nile's floods were essential to growing crops. x A shadoof, a lever with a counterweight and a pivot, was used to lift water over the riverbank into irrigation canals. x The Pharaoh was given authority by the sun god and was entrusted with the well-being of his people. <ul style="list-style-type: none"> x Egyptians are credited for astronomy, mathematics, pyramids, engineering, and medicine. x At the top of the social pyramid were the rulers, next were the priests, soldiers, the merchants, artisans, farmers, and at the bottom were the enslaved people. 	<ul style="list-style-type: none"> x Identify how the Nile's floods were essential to the survival of Egypt. x Identify and describe the importance of a shadoof. x Explain the responsibilities of the Pharaoh. x Show an understanding of the major contributions of the Ancient Egyptians to civilization. x Demonstrate an understanding of the social pyramid of Ancient Egypt.
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative:</p> <ul style="list-style-type: none"> x Read aloud Plays with Cleopatra x Mummy writing project x Creation of Tomb Projects (students create what they would like their tomb to look like if they were a Pharaoh - open diorama and oral presentation) x Graded Webquests - Ancient Egypt <p>Summative:</p> <ul style="list-style-type: none"> x Unit Test on Ancient Egypt x Vocabulary Quizzes and map skills in Egypt 	<p>Alternative:</p> <ul style="list-style-type: none"> x Hieroglyphics in writing x Construct a physical representation of a mummy <p>Benchmark:</p> <ul style="list-style-type: none"> x LinkIt x Reading Inventories
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

<p>Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)</p> <ul style="list-style-type: none"> x Reading comprehension questions - Utilize leveled readers in small groups, discuss and respond to guiding questions x Small group activities researching various roles of people and their cultural practices during this time period. IE: women, men, children, etc. in comparison to the countries in modern day ○ Ex. Research various roles of individuals during ancient burial 	<p>Integrated Accommodations and Modifications</p> <p>ELL x Highlighted maps x Labeled illustrations x</p> <p>Use a filled in graphic organizer in both languages X</p> <p>Text in native language and audio in English X Work in small groups with extra help to interpret discussion X Display world map highlight waterways</p>
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- x practices.
Journal writing assignments/debates/discussion of current event topics that is relevant to the unit being studied and/or present day situation.
- x ○ Ex. Then/Now - the Nile River
- x Analyze the importance of the animals buried in the tombs and their historical significance.
Construction of the pyramids - Analyze a variety of theories

- x Use pictures with words in both languages
- x Use a bilingual picture dictionary
- x Work in small groups to create presentation
- x Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- x Audio texts with written texts
- x Leveled book with same information
- x Role play Pharaohs
- x Map of area that has labels
- x Use note cards with pictures
- x Partner to fill in detailed graphic organizers
- x Use text to speech technology when writing
- x Support auditory presentation with visuals
- x Tiered Vocabulary - Picture support
- x Vocabulary - Pre-teaching <http://www.educators/content/introducing> **504**

(See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavior, Presentation, Evaluation)	Specific Procedures used in instruction
Note cards with diagrams	Presentation	

- x construct a sarcophagus and write the steps to making a mummy
- x Pictures of Pharaohs and Kings
- x Graphic Organizers pre-filled in
- x Create a T-chart with a partner
- x Audio texts
- x Use word cards with pictures to identify waterways
- x Display a World Map with highlighted areas
- x Cut out pictures and paste into a documents to cite evidence
- x Vary the method of lesson presentation using multi-sensory techniques
- x Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure x Display map of the region

- x Graphic organizer that allows them to focus on comparing and contrasting
- x Draw and create waterways

- x Use pictures with labels for vocabulary
- x Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures
Written Products: Write a narrative story from a mummy's point of view Archaeologist's point of view.	Problem Solving Strategies
Spoken Products:	Values
Constructed Products:	Appreciations
Artistic Performances:	Self-Actualization
Leadership Behaviors Develop an Egyptian day in which they will teach the lower grades the information they have acquired on Egypt. The students will set up stations which will include elements of Egyptian	

X Write a narrative story from a mummy's point of view X
Archaeologists point of view.

	<p>X Develop an Egyptian day in which they will teach the lower grades the information they have acquired on Egypt. The students will set up stations which will include elements of Egyptian x Tiered Vocabulary - concrete to abstract examples</p>		
<p>Interdisciplinary Connections</p> <p><u>Career Education-</u> Explore the methods scientists use to study mummies without having to unwrap or damage them.</p> <p><u>Health/PE-</u> Students engage in hands-on demonstration of pyramid building. Teams compete against one another to see which team can build the required structure in the shortest period of time.</p> <p><u>English Language Arts & Literacy-</u> Students may create vocabulary bingo cards to reinforce skills.</p> <p><u>Math-</u>Students may create an Egyptian calendar and interpret each month to an Egyptian seasonal calendar.</p> <p><u>Science-</u> Examine the process of mummification. What can be learned from a mummy and ancient burial ground that is of value in the modern world?</p> <p><u>World Languages-</u> Students will examine hieroglyphics. Students will brainstorm how the code was cracked to interpret the images to words.</p>	<p>Technology Integration</p> <p>*design their own mummy tomb *interactive mummy dissection *Google Classroom activities *Use computer to create an ancient newspaper.</p>	<p>21st Century Life and Career</p> <p>*Research the government and ways of life in current day Egypt and how the Pyramids provide a large revenue from tourists. *Jr. Scholastic/Current Events</p>	<p>Resources</p> <p>*HMH Kids Discover * https://egypt.mrdonn.org/ * https://discoverykids.com/</p> <p>*Leveled readers *classroom library books</p>

Content Specific Vocabulary

x Delta, Mummification, Hieroglyphics, Papyrus, Social pyramid, Pharaoh, Pyramid, Expedition, cataract

ELL Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning

Tier One	Teacher will determine words based on the need of the student
Tier Two	x Delta, Mummification, Hieroglyphics, Papyrus, Social pyramid, Pharaoh, Pyramid, Expedition, cataract
Tier Three	Teacher will determine words based on the need of the student

Course:	Social Studies	Grade:	6	Time Frame:	March Unit
of Study:	Unit IV-Ancient Greece				

STAGE 1: Desired Results

21st Century Skills
Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS- Social Studies	Indicator
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.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.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.A.3.e	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.
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.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.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.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.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
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	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
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, Hinduism, 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.
NJSLS - Technology	
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.

8.1.5.D.2CRP1	Analyze the resource citations in online materials for proper use. Act as a responsible and contributing citizen and employee.
NJSLS - 21st Century Life and Career	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors

MEANING

Enduring Understandings x The terrain of Ancient Greece affected the kinds of crops that the people grew and the jobs that they had. x
 The ancient Greek civilization included an independent economy.
 x Athens was the birthplace of democracy.
 x Greek pottery has given us invaluable information about the ancient Greek culture.

Essential Questions x How did Greece's mountainous terrain and long coastline affect ancient Greek life?
 x What are some characteristics of city-states?
 x How did Athenian democracy form the basis for our democracy today?
 x What is the relevance of Greek pottery?

ACQUISITION

<p>Knowledge</p> <p><i>Students will understand that...</i> x The terrain affected the kinds of crops that could be grown and meant that some Greeks became herders; the coast helped other Greeks use the sea to trade, travel and fish.</p> <ul style="list-style-type: none"> x City-states governed themselves, had their own economies, and military. They had similar religious beliefs. x The cultures of Athens and Sparta were vastly different. Athens is the birthplace of democracy and Sparta was a military state. x The ancient Greek civilization has contributed greatly to our current alphabet, literature, artwork, sports, philosophy, theater, architecture, music, math, democracy and militarism. x Alexander the Great spread Hellenism. x Greek gods were important to their civilization. 	<p>Skills</p> <p><i>Students will be able to...</i> x Analyze how the rugged terrain challenged the people of ancient Greece.</p> <ul style="list-style-type: none"> x Analyze the structure of Greek city-states. x Compare and contrast the cultures of Athens and Sparta. x Identify the great achievements and thinkers of Athens' Golden Age. x Tell how Alexander the Great spread Greek culture. x Describe two Greek gods and identify their specific characteristics.
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: Students will show they have achieved Stage 1 Goals by...

<p>Formative:</p> <ul style="list-style-type: none"> x Journal writing from the perspective of a Greek God/Goddess x Oral presentations on Greek life. The first Olympic Games and how they've changed throughout the years. x Graded Webquests on Ancient Greece <p>Summative:</p> <ul style="list-style-type: none"> x Unit Test on Ancient Greece x Unit vocabulary quizzes and tests 	<p>Alternative:</p> <ul style="list-style-type: none"> x Google Slideshows presenting research on a choice of Greek Mythology topic from the unit <p>Benchmark:</p> <ul style="list-style-type: none"> x LinkIT x Reading Inventories
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts) x

Reading comprehension questions - students work in small groups, reading appropriately leveled text, discuss, and respond to guiding questions.

- x Small group activities researching various roles of people during this time period. IE: women, men, children, etc.
- x Create an "Instagod Profile" and have students create dialogue between Gods from various mythology stories and use their prior knowledge to tell a story.
- x Journal writing assignments/debates/discussion of current event topics that are relevant to the unit being studied and/or present day situation.
- x Research Greek Gods and Goddesses in Ancient Greece
- x Instagod project- create a social media page for a god or a goddess

Integrated Accommodations and Modifications

ELL x Use pictures and labels x Use a filled in graphic organizer in both languages x Text in native language and audio in english x Work in small groups with extra help to interperpete discussion x Display world map highlight waterways x Use pictures with words in both languages x Use a bilingual picture dictionary x Work in small groups to create presentation x Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- x Audio texts with written texts x Create a Greek God flip book x Leveled book with same information x Role play gods and their powers x Map of area that has labels x Use note cards with pictures
- x Partner to fill in detailed graphic organizers
- x Use text to speech technology when writing
- x Support auditory presentation with visuals x Tiered Vocabulary - Picture support
- x Vocabulary - Pre-teaching <http://www.educators/content/introducing>

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation	General Accommodation to be addressed	Specific Procedures used in instruction

– Provide a brief description of instructional goal/objective	(Environmental, Organizational, Behavior, Presentation, Evaluation)	
Create a Greek God flip book	Presentation	

X Research a Greek God or Goddess and create a slideshow or a Google Poster X
 Create a Greek God flip book X Graphic Organizers pre-filled in

X Create a T-chart with a partner to compare gods X
 Audio texts

X Use word cards with pictures to identify waterways X Display a World
 Map with highlighted areas X Cut out pictures and paste into a documents to
 cite evidence X Vary the method of lesson presentation using multi-

sensory techniques X Tiered Vocabulary - Pre-teaching
<http://www.educators/content/introducing>

Students At Risk for Failure X Research a Greek God or Goddess and create a
 slideshow or a Google Poster X Graphic organizer that allows them to focus on
 comparing and contrasting X Draw and create waterways

X Use pictures with labels for vocabulary

X Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening):	Cognitive Structures

Written Products:

Extension- write a narrative story from a Greek God's point of view.

Compare two famous Greek/Roman God's and write about a conversation they may have.

Problem Solving Strategies

	<table border="1"> <tr> <td data-bbox="1050 131 1543 267"></td> <td data-bbox="1543 131 2064 267"></td> </tr> <tr> <td data-bbox="1050 267 1543 381">Spoken Products:</td> <td data-bbox="1543 267 2064 381">Values</td> </tr> <tr> <td data-bbox="1050 381 1543 568">Constructed Products:</td> <td data-bbox="1543 381 2064 568">Appreciations</td> </tr> <tr> <td data-bbox="1050 568 1543 917">Artistic Performances:</td> <td data-bbox="1543 568 2064 917"> Self-Actualization Students will create a scrapbook illustrating examples and explanations on each page of architecture, literature, language, philosophy, politics and daily life. Students will reflect and make connections of Ancient Greek influence in the modern day world. </td> </tr> <tr> <td data-bbox="1050 917 1543 1063">Leadership Behaviors</td> <td data-bbox="1543 917 2064 1063"></td> </tr> </table> <p data-bbox="1050 1063 2064 1403"> X Extension- write a narrative story from a Greek God's point of view. X Compare two famous Greek/Roman God's and write about a conversation they may have. X Design and build a structure based on the architecture of the time period X Students will create a scrapbook illustrating examples and explanations on each page of architecture, literature, language, philosophy, politics and daily life. Students will reflect and make connections of Ancient Greek influence in the modern day world. X Tiered Vocabulary - concrete to abstract examples </p>			Spoken Products:	Values	Constructed Products:	Appreciations	Artistic Performances:	Self-Actualization Students will create a scrapbook illustrating examples and explanations on each page of architecture, literature, language, philosophy, politics and daily life. Students will reflect and make connections of Ancient Greek influence in the modern day world.	Leadership Behaviors	
Spoken Products:	Values										
Constructed Products:	Appreciations										
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Leadership Behaviors											

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning

Tier One	Teacher will determine words based on the need of the student
Tier Two	x Peninsula, Harbor, Polis, Acropolis, Agora, Commodity, Citizen, Monarchy, Oligarchy, Democracy, Epic, Assembly, Jury, Orator, Philosophy, Phalanxes, Peloponnesian War
Tier Three	Teacher will determine words based on the need of the student

Course:	Social Studies	Grade:	6	Time Frame:	April - May Unit
of Study:	Unit V- Ancient Rome				

STAGE 1: Desired Results

21st Century Skills
Learning and Innovation Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration
Information, Media and Technology Skills: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy
Life and Career Skills: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

NJSLS- Social Studies	Indicator
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.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.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.A.3.e	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.
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.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.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.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	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
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, Hinduism, 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.
NJSLS - Technology	
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.D.2	Analyze the resource citations in online materials for proper use.

NJSLS - 21st Century Life and Career	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors

MEANING	
<p>Enduring Understandings</p> <p>Students will understand that... x Mountains affect boundaries, navigation and farmland. x The legend of Romulus and Remus and how they founded Rome.</p> <ul style="list-style-type: none"> x The roles of the plebeians and patricians and how they each had a role in government. x Jesus' apostles spread His teachings throughout the Roman Empire and Constantine's effect on Christianity. 	<p>Essential Questions</p> <p>Students will keep considering... x What are the advantages and disadvantages of Italy's geography? x What events led to the creation of the Roman Empire?</p> <ul style="list-style-type: none"> x How did everyone's role in government affect the development of the Empire? x How and why did Christianity spread throughout the Roman Empire?
ACQUISITION	

<p>Knowledge</p> <p>Students will know... x The geography of the Italian peninsula.</p> <ul style="list-style-type: none"> x The history of the Roman Republic and how it grew into a powerful civilization. x The daily life of ancient Romans. x Architectural achievements and the spread of Christianity influenced the development of the Roman Empire. 	<p>Skills</p> <p>Students will be able to... x Describe the geography of the Italian peninsula.</p> <ul style="list-style-type: none"> x Analyze the advantages and disadvantages of the geography of Italy. x Describe the founding of the Roman Republic. x Explain how Rome grew to a powerful civilization. x Explain how Julius Caesar and the Senate struggled for power over Rome. x Discuss how Augustus created the Roman Empire. x Analyze daily life by investigating Pompeii. x Identify Rome’s architectural achievements. x Cite reasons why Christianity was able to spread throughout the Roman Empire.
<p>STAGE 2: Assessment Evidence</p>	

<p>Assessment and Performance Tasks: Students will show they have achieved Stage 1 Goals by...</p>	
<p>Formative:</p> <ul style="list-style-type: none"> x Journal writing based on perspectives of individuals throughout Ancient Rome x Mapping your location x Graded Webquests - Pompeii, Rome, Augustus, Julius Caesar, Diaspora <p>Summative:</p> <ul style="list-style-type: none"> x Unit Test on Ancient Rome x Vocab Quizzes - Content Specific for Ancient Rome x Compare and Contrast Greek Empire to Roman Civilization 	<p>Alternative:</p> <ul style="list-style-type: none"> x Cootie Catcher vocab and term activity <p>Benchmark:</p> <ul style="list-style-type: none"> x LinkIT x Reading Inventories
<p>STAGE 3: Learning Plan (Key Learning Events and Instruction)</p>	

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- x Small group activities researching various roles of people during this time period. IE: women, men, children, etc.
 - o Ex. Life of the people of Pompeii, gladiators, etc.
- x Journal writing assignments/debates/discussion of current event topics that are relevant to the unit being studied and/or present day situation.
 - o Ex. Compare and contrast Ancient Roman life to today.
- x Google Slideshows - gladiator, Pompeii, Sparta gifts, Colosseum, architecture
- x Plays (Reader's Theatre)
- x Create a Flipbook depicting Ancient Rome - architecture, culture, life of a gladiator etc.
- x Cootie catchers with important information

Integrated Accommodations and Modifications

- ELL** x Create a map of Italy x Identify Rome's architectural achievements using matching cards x Labeled illustrations x Use a filled in graphic organizer in both languages x Text in native language and audio in english x Work in small groups with extra help to interpreted discussion x Display world map highlight waterways x Use pictures with words in both languages x Use a bilingual picture dictionary x Work in small groups to create presentation x Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- x Audio texts with written texts x Leveled book with same information x Create a flipbook with information on Rome
- x Map of Ancient Rome and compare to modern day Rome x Use note cards with pictures
 - x Partner to fill in detailed graphic organizers x Use text to speech technology when writing
 - x Support auditory presentation with visuals

- Tiered Vocabulary - Picture support
- Vocabulary - Pre-teaching <http://www.educators/content/introducing>

504 (See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavior, Presentation, Evaluation)	Specific Procedures used in instruction
Flip book of then and now	Presentation	Compare and contrast

- Make a flip book to compare then and now
- Graphic Organizers pre-filled in
- Create a T-chart with a partner
- Audio texts
- Use word cards with pictures to identify key people of the time
- Display a World Map with highlighted Rome and surrounding area
- Cut out pictures and paste into a documents to cite evidence
- Vary the method of lesson presentation using multi-sensory techniques
- Tiered Vocabulary - Pre-teaching <http://www.educators/content/introducing>

Students At Risk for Failure

- Display map of the region
- Use role playing to illustrate the creation of the Roman Empire
- Graphic organizer that allows them to focus on comparing and contrasting
- Draw the architecture of government buildings
- Use pictures with labels for vocabulary
- Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening): Analyze daily life by investigating Pompeii.	Cognitive Structures

	Written Products:	Problem Solving Strategies	
	Spoken Products:	Values	
	Constructed Products: Students can create board games designed around the Ancient Roman competition of Circus Maximus.	Appreciations	
	Artistic Performances: Write, and direct a play to illustrate Julius Caesar and the Senate and their power struggle	Self-Actualization	
	Leadership Behaviors Write, and direct a play to illustrate Julius Caesar and the Senate and their power struggle		
<ul style="list-style-type: none"> • Tiered Vocabulary - concrete to abstract examples • Students can create games designed around the Ancient Roman competition of Circus Maximus • Students will integrate their knowledge go board games and incorporate tasks and challenges inspired by Circus Maximus • Write and direct a play to illustrate Julius Caesar and the Senate and their power struggle • Analyze daily life by investigating Pompeii 			

<p>Interdisciplinary Connections</p> <p><u>Health/PE</u>- Research who the gladiators were. How did they train? Why was it important to be the best? Explain how gladiators were commodities.</p> <p><u>English Language Arts & Literacy</u>- Assume the role of a newspaper editor in Rome. Write an editorial about an aspect of daily life in Rome.</p> <p><u>Math</u>-Roman roads allowed for the orderly and rapid movement of soldiers. Use division to solve problems involving time spent marching and length of journey.</p> <p><u>Science</u>- Examine how the exchange of goods, ideas and technology through cultural diffusion has altered the resources available in various regions.</p> <p><u>World Languages</u>- Conquered people adopted elements of Roman culture. Discuss what elements Romans might have adopted from their conquered subjects.</p>	<p>Technology Integration</p> <ul style="list-style-type: none"> *Google Classroom *YouTube *Discovery Education Videos *Investigate modern technologies for managing water resources. *Enchanted Learning *textbooks 	<p>21st Century Life and Career</p> <ul style="list-style-type: none"> *Research ways in which Rome has changed throughout the recent history. 	<p>Resources</p> <ul style="list-style-type: none"> *HMH Kids Discover * https://egypt.mrdonn.org/ * https://discoverykids.com/ *Leveled readers *classroom library books
<p>Content Specific Vocabulary x Volcano, Consul, Patrician, Plebeian, Punic Wars, Twelve Tables, Tribune, Senate., Census, Gladiator, Civil War, Pax Romana, Dictator, Apostle, New Testament, Christianity, Parable, Pope, Messiah, Justinian Code, Persecution, Eastern Orthodox Christianity</p>			

ELL Tiered
Vocabulary Pre-

teach vocabulary
by selecting Tier
1, Tier 2 and Tier
3 words from the
target

content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See

cognates:
<http://educators/background/cognates> helpful Spanish-English cognates
<http://www.pdf/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary – Words that are low-frequency and are found in content books in the upper grades. Peer Review and cooperative learning

Tier One	Teacher will determine words based on the need of the student
Tier Two	x Volcano, Consul, Patrician, Plebeian, Punic Wars, Twelve Tables, Tribune, Senate., Census, Gladiator, Civil War, Pax Romana, Dictator, Apostle, New Testament, Christianity, Parable, Pope, Messiah, Justinian Code, Persecution, Eastern Orthodox Christianity\
Tier Three	Teacher will determine words based on the need of the student

Course: Social Studies		Grade: 6	Time Frame: June Unit
of Study: Unit VI- Middle Ages			
STAGE 1: Desired Results			
21st Century Skills			
<i>Learning and Innovation Skills:</i> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration			
<i>Information, Media and Technology Skills:</i> Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy			
<i>Life and Career Skills:</i> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility			
NJSLS	Indicator		
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.B.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.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.e	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.D.4.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
NJSLS - Technology	
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and or pictures.

8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.D.2	Analyze the resource citations in online materials for proper use.
8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
NJSLS - 21st Century Life and Career	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors

MEANING

Enduring Understandings

- Students will understand that...* x That geographic features of land affects the way people live. x Feudalism was an integral part of the Middle Ages.
- x Christianity spread throughout Europe and affected the time period and development of the Renaissance.
 - x The Reformation was an important part of the Middle Ages and was in defiance of the Crusades and certain actions of the Catholic Church.

Essential Questions

- Students will keep considering...* x How does the layout of the land affect food production, trade, conflicts and boundaries?
- x In what ways was Feudalism an important part of Medieval life?
 - x How and why did Christianity spread throughout Europe at such a fast pace?
 - x In what ways did the Renaissance and Reformation pave the way for our current society and way of life?

ACQUISITION

<p>Knowledge</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> x The difference in geological features across Europe. x The importance of feudalism to Medieval civilization. x The impact that religion had on the development of civilization during the Middle Ages including Christianity, the Renaissance and the Reformation. 	<p>Skills</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> x Identify Europe’s main geographical features and how they have affected the development of civilization. x Describe the characteristics of life under feudalism. x Analyze the importance of the Magna Carta. x Describe the role of Christianity during the Middle Ages. x Analyze the effect of the Crusades on Europe. x Evaluate the effects of the Black Death on Europe. x Identify the importance of the Renaissance and Reformation on European life. x Describe how Martin Luther and the Protestant movement protested against the Church of Rome. x Tell why the invention of moveable type was so important to world history.
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STAGE 2: Assessment Evidence

Assessment and Performance Tasks: *Students will show they have achieved Stage 1 Goals by...*

<p>Formative:</p> <ul style="list-style-type: none"> x Journal writing from the perspective of king, queen, knight, etc. x Present research via Google Slides on Magna Carta, feudalism, and life during Medieval civilization x Graded Webquest - Feudalism, Medieval life, Renaissance and Reformation, Magna Carta, Crusades, Black Death, <p>Summative:</p> <ul style="list-style-type: none"> x Unit Test on the Middle Ages x Unit vocabulary quizzes and tests 	<p>Alternative:</p> <ul style="list-style-type: none"> x Google Slideshows presenting a selected topic from the Middle Ages <p>Benchmark:</p> <ul style="list-style-type: none"> x LinkIt x Reading Inventories
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STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)

- x Research Black Death of the time period and how it affected the people and towns.
- x Small group activities researching various roles of people during this time period. IE: women, men, children, etc.
 - o Ex. (How did men train for knighthood? How did marriages work during the Middle Ages?)
- x Journal writing assignments/debates/discussion of current event topics that are relevant to the unit being studied and/or present day situation.
 - o Write from the perspective of life from different roles in the Middle Ages. How do these roles compare to life today?
- x Castle Construction: have students design their own castle and show knowledge of the reasons for a moat, drawbridge, and look out towers.

Integrated Accommodations and Modifications

ELL x Describe and dictate how the layout of the land affect food production, trade, conflicts and boundaries? x Hang a map of Europe x Labeled illustrations x Use a filled in graphic organizer in both languages x Text in native language and audio in english x Work in small groups with extra help to interpret discussion x Display world map highlight waterways x Use pictures with words in both languages x Use a bilingual picture dictionary x Work in small groups to create presentation x Tiered Vocabulary- Concepts in primary language

Special Education (See IEP for specific modifications to content)

- x Audio texts with written texts x Leveled book with same information x Map crusade through Europe x Use note cards with pictures
- x Partner to fill in detailed graphic organizers
- x Use text to speech technology when writing
- x Support auditory presentation with visuals x Tiered Vocabulary - Picture support
- x Vocabulary - Pre-teaching <http://www.educators/content/introducing> **504**

(See 504 plan for specific accommodations)

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavior, Presentation, Evaluation)	Specific Procedures used in instruction
Make a list of the different geological features across Europe	Evaluation	Compare and contrast

- x Make a list of the different geological features across Europe.
- x Work with a partner and trace the map of Europe x Graphic Organizers pre-filled in

- x Create a T-chart with a partner x
Audio texts
- x Use word cards with pictures to identify key people of the time x Display
a World Map with highlighted Rome and surrounding area x Cut out pictures
and paste into a documents to cite evidence x Vary the method of lesson
presentation using multi-sensory techniques x Tiered Vocabulary - Pre-
teaching <http://www.educators/content/introducing>

Students At Risk for Failure x Create a map of the

land and share with the class x Make flash cards with
important information

- x Graphic organizer that allows them to focus on comparing and contrasting x
Use pictures with labels for vocabulary

- x Tiered Vocabulary Pre-teaching <http://www.educators/content/introducing>

Gifted and Talented

The Instructional Products Menu - See bulleted list for suggested activities

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening): Explain how and why Christianity spread throughout Europe at such a fast pace	Cognitive Structures
Written Products:	Problem Solving Strategies
Spoken Products:	Values
Constructed Products: Students can create board games designed around the Crusades	Appreciations

	<table border="1"><tr><td data-bbox="1052 118 1551 237">Artistic Performances:</td><td data-bbox="1551 118 1959 237">Self-Actualization</td></tr><tr><td data-bbox="1052 237 1551 357">Leadership Behaviors</td><td data-bbox="1551 237 1959 357"></td></tr></table>	Artistic Performances:	Self-Actualization	Leadership Behaviors	
Artistic Performances:	Self-Actualization				
Leadership Behaviors					

	<p>X Students can create board games designed around the Crusades X Explain how and why Christianity spread throughout Europe at such a fast pace X Compare and contrast the Crusades and the Black Death X Tiered Vocabulary - concrete to abstract examples</p>
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Interdisciplinary Connections	Technology Integration	21st Century Life and Career	Resources
<p>Career Education- Research various skills and trades that were developed during the Middle Ages. Use the information gathered to create a “Help Wanted” ad/page for artists, architects, scholars, and philosophers of the time.</p> <p>Health/PE- Research the various sports that were played during the Middle Ages. Compare and discuss how the games have changed and evolved over time.</p> <p>Science - Research various ways of telling time during the Middle Ages. Students will construct and use a sundial</p> <p>Music - Invite students to listen to various music from the Middle Ages and investigate the different instruments used. Ask students to compose ballads of their own and encourage them to think about what instruments might be used to accompany their ballads.</p> <p>Career Education- According to</p>	<ul style="list-style-type: none"> x You Tube x Discovery Education x Use Google Classroom to manage assignments and stay up to date on deadlines and announcements x Encourage students to investigate the advances in technology during the Middle Ages. Have groups create a timeline of the advances in technology per century and combine them into one huge timeline. 	<ul style="list-style-type: none"> x Evaluate the relationship of cultural traditions and historical influences on financial practice. x Compare and contrast the different types of financial products and services during the Middle Ages and compare them to today’s products/services 	<p>*HMH Kids Discover</p> <p>* https://egypt.mrdonn.org/</p> <p>*https://discoverykids.com/</p> <p>*Leveled readers</p> <p>*classroom library books</p>

<p>the wise wizard at <u>Kingdomality</u>, in medieval times "it was very important that within each kingdom all the major crafts and professions of the day were ably represented to insure the survival of the kingdom. Each of us still has a medieval vocational personality within us." Invite students to discover theirs. Discuss the factors, such as personality, aptitude, education, and so on, that affect career choices</p> <p>English Language Arts & Literacy</p> <p>- Read parts of plays performed during the Middle Ages and discuss. Arrange students into small groups, and invite them to create their own one-act plays about some aspect of medieval life.</p>			
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Content Specific Vocabulary × **Temperate, Feudalism, Manor, Saint, Plague, Humanism, Reformation, Fjord, Fief, Chivalry, Crusades, Reconquista, Patron, Anglican Church, Navigable, Vassal, Nun, Gothic, Cathedral, Perspective, 95 Theses, Deforestation, Serf, Magna Carta, Monastery, Renaissance, Indulgence, tournament**

ELL Tiered

Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit. Teacher will identify Tier 1 Vocabulary Words – ELL students know the concept in their primary language but not the label in English. See cognates: <http://educators/background/cognates> helpful Spanish-English cognates <http://www.pdfs/articles/cognates.pdf>

Teacher will identify Tier 2 Vocabulary – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching <http://www.educators/content/introducing>

Teacher will introduce Tier 3 Vocabulary –

<p>Tier One</p>	<p>Teacher will determine words based on the need of the student</p>
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Tier Two	Temperate, Feudalism, Manor, Saint, Plague, Humanism, Reformation, Fjord, Fief, Chivalry, Crusades, Reconquista, Patron, Anglican Church, Navigable, Vassal, Nun, Gothic, Cathedral, Perspective, 95 Theses, Deforestation, Serf, Magna Carta, Monastery, Renaissance, Indulgence, tournament
Tier Three	Teacher will determine words based on the need of the student