

Clinton-Glen Gardner School District



Curriculum Management System

Social Studies

Grades 6

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers' Names: Robert Adase
Jessica Latanzio Crespo
Evelyn Ferro
Liz Hedden
Tonya Lunger
Jacqueline Evans-Turner

21st Century Life and Careers Integration: Jessica Latanzio Crespo
Barbara Shaffer

Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

In today's world, students are faced with complex challenges that have global implications and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare students to become global citizens. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

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

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

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

A note about Social Studies Standards and Cumulative Progress Indicators.

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. This curriculum was revised to reflect minor revisions made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

**Grade 6
Social Studies**

Scope and Sequence

Quarter I	
<p>Topic: First Civilizations</p> <p>I. Describe the impact of farming on early civilizations.</p> <ol style="list-style-type: none"> a. Early Humans b. Mesopotamia c. First Empires 	<p>Topic: Ancient Egypt</p> <p>II. Analyze the development of Egypt.</p> <ol style="list-style-type: none"> a. The Nile Valley b. Egypt's Old Kingdom c. The Egyptian Empire d. The Civilization of Kush
<p>Topic: The Ancient Israelites</p> <p>III. Describe the important events of the history of Israel.</p> <ol style="list-style-type: none"> a. The First Israelites b. The Kingdom of Israel c. The Growth of Judaism 	<p>Topic: Ancient Greece</p> <p>IV. Trace the rise of Greek city-states, cultural, accomplishments, and spread of Greek culture.</p> <ol style="list-style-type: none"> a. Early Greeks b. Sparta and Athens c. Persia Attacks d. Age of Pericles e. The Culture of Ancient Greece f. Philosophy and History g. Alexander the Great h. The Spread of Greek Culture
<p>21st Century Skills (The ones that apply for this unit are in bold)</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	
<p>21st Century Themes (The ones that apply for this unit are in bold)</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy • 	

Technology Infusion

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

Assessment

District End of Unit Benchmark

Differentiation

Refer to District Tool Kit for Differentiation

Interdisciplinary Connections

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

*ELA: RH.SS.6.1-10, W.6.1-10, Science: 5.1.8.B.2-3, 5.1.8.D.1, Arts: 1.2.8.A.2-3, Health/PE: 2.4.12.A.1 , Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.12.F.1., 8.2.5.A.4, World Language: 7.1.NM.A.3 21st Century Life/Careers

Careers

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

Quarter II

Topic: Ancient India

- V. Discuss early Indian empires and culture including the development of Hinduism and Buddhism.
- India's Early Civilizations
 - Hinduism and Buddhism
 - India's First Empires

Topic: Early China

- VI. Explore China's first civilizations and the rise of the Qin and Han dynasties.
- China's first Civilizations
 - Life in Ancient China
 - The Qin and Han Dynasties

Topic: Ancient Rome

- VII. Discuss the rise and fall of the Roman Empire.
- Rome's Beginnings
 - The Roman Republic
 - The Fall of the Republic
 - The Early Empire
 - Life in Ancient Rome
 - The Fall of Rome
 - The Byzantine Empire

21st Century Skills (The ones that apply for this unit are in bold)

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

21st Century Themes (The ones that apply for this unit are in bold)

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

Technology Infusion

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

Assessment

District End of Unit Benchmark

Differentiation

Refer to District Tool Kit for Differentiation

Interdisciplinary Connections

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

*ELA: RH.SS.6.1-10, W.6.1-10, Science: 5.1.8.B.2-3, 5.1.8.D.1, Arts: 1.2.8.A.2-3, Health/PE: 2.4.12.A.1 , Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.12.F., 8.2.5.A.4, World Language: 7.1.NM.A.3 21st Century Life/Careers

Careers

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

Quarter III

Topic: The Rise of Christianity

- VIII. Discuss the beginnings and spread of Christianity
- The First Christians
 - The Christian Church
 - The Spread of Christian ideas

Topic: Islamic Civilization

- IX. Explain the beginnings and spread of the religion of Islam
- The Rise of Islam
 - Islamic Empires
 - Muslim Ways of Life

Topic: China In The Middle Ages

- X. Explain the new technologies, ideas, and political systems that influenced China.
- China Reunites
 - Chinese Society
 - The Mongols in China
 - The Ming Dynasty

Topic: Medieval Africa

- XI. Identify the cultures that developed in Africa.
- The rise of African Civilizations
 - Africa's Government and Religion
 - African Society and Culture

21st Century Skills (The ones that apply for this unit are in bold)

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

21st Century Themes (The ones that apply for this unit are in bold)

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

Technology Infusion

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

Assessment

District End of Unit Benchmark

Differentiation

Refer to District Tool Kit for Differentiation

Interdisciplinary Connections

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

*ELA: RH.SS.6.1-10, W.6.1-10, Science: 5.1.8.B.2-3, 5.1.8.D.1, Arts: 1.2.8.A.2-3, Health/PE: 2.4.12.A.1 , Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.12.F.1

World Language: 7.1.NM.A.3 21st Century Life/Careers

Careers

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

Quarter IV

Topic: Medieval Japan

- XII. Describe the cultural, political, and economic advances in Japan.
- a. Early Japan
 - b. Shoguns and Samurai
 - c. Life in Medieval Japan

Topic: Medieval Europe

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

Topic: The Americas

- XIV. Describe the major native civilizations of the Americas and the impact of European exploration on them.
- a. The First Americas
 - b. Life In the Americas
 - c. The fall of the Aztec and Inca Empires

21st Century Skills (The ones that apply for this unit are in bold)

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

21st Century Themes (The ones that apply for this unit are in bold)

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

Technology Infusion

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

Assessment

District End of Unit Benchmark

Differentiation

Refer to District Tool Kit for Differentiation

Interdisciplinary Connections

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

*ELA: RH.SS.6.1-10, W.6.1-10, Science: 5.1.8.B.2-3, 5.1.8.D.1, Arts: 1.2.8.A.2-3, Health/PE: 2.4.12.A.1 , Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5, 8.1.12.F.1, 8.2.5.A.4
World Language: 7.1.NM.A.3 21st Century Life/Careers

Careers

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

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Social Studies	Topic: The First Civilizations	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.1. Describe how the earliest humans change from nomadic hunters to farmers. (6.2.8.A.1.a, 6.2.8.C.1.a)</p> <p>1.2. Compare the technology of the Paleolithic Age with that of the Neolithic Age. (6.2.8.D.1.a, 6.2.8.D.1.c)</p> <p>1.3. Examine the emergence of river valley civilizations. (6.2.8.B.1.b, 6.2.8.B.1.a)</p> <p>1.4. Explain the impact the advances the Sumerians had on other cultures. (6.2.8.C.1.b, 6.2.8.D.1.b)</p> <p>1.5. Trace the evolution of city-states. (6.2.8.A.2.a)</p> <p>1.6. Examine the practice of polytheism and the role it played on daily life. (6.2.8.D.2.a)</p> <p>1.7. Explain the importance of</p>	<p>Essential Questions: How did learning to farm change the way early people lived? What were the legacies of the early empires? Why did military power and well -organized government help build a vast empire in Mesopotamia?</p> <p>Conceptual Understandings: Some of the first civilizations arose in southwest Asia. The people of these civilizations gradually learned how to farm and developed systems of writing, government, and religion.</p>	<p>Create class cave painting Lascaux, France. (1940) Find out why this cave is no longer open to the public. Is this policy justified? http://www.culture.gouv.fr/culture/arcnat/lascaux/en/ http://archnet.asu.edu/ Otzi the Iceman What does it tell us about life in their times? Roles of men and women? http://www.pbs.org/wgbh/nova/icemummies/</p> <p>Guided Reading 1.1, 1.2, 1.3</p> <p>Assessment Models: Mapping an Empire Students work independently to create a map of the Mesopotamian Empires. Photo Essay Photo Essay Students create an 8x10 visual representation of what they learn in each of the three lessons in Chapter 1. MindJogger Video Quiz Chapter Test Notebook Checks</p>

Suggested days of Instruction	Curriculum Management System	Topic: The First Civilizations	
	Subject/Grade Level: Grade 6 Social Studies	Goal 1: The student will be able to describe the impact farming had on the rise of civilization.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>written codes of law. (6.2.8.A.2.b, 6.2.8.A.2.c)</p> <p>1.8. Analyze the development of the Assyrian and the Chaldean Empires. (6.2.8.D.2.c)</p> <p>1.9. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>1.10. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>1.11. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>1.12. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p>		<p>Additional Resources:</p> <p>Video Clips 1-1, 1-2, 1-3 Glencoe Student Online Resources Study Guide www.natiionalgeogrphic.com</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Social Studies	Topic: Ancient Egypt	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.1. Describe how the land along the Nile supported civilization. (6.2.8.B.2.b)</p> <p>2.2. Describe government and religion during the Old Kingdom. (6.2.8.D.2.a, 6.2.8.D.2.b)</p> <p>2.3. Analyze the accomplishments of the Middle and New Kingdoms. (6.2.8.C.2.a)</p> <p>2.4. Describe the Nubian kingdom south of Kush. (6.2.8.D.2.c, 6.2.8.D.2.d, 6.2.8.C.2.a, 6.2.8.B.2.a)</p> <p>2.5. Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country. (9.1.8.A.3)</p>	<p>Essential Questions: How did geography and resources of the Nile River Valley lead to the growth of civilization there? How did Egyptian's religious beliefs compare to those of Mesopotamia? What improvements were made during the Middle and New Kingdoms? What were the similarities between Kush and Egypt?</p> <p>Conceptual Understandings: People along Africa's Nile River formed rich and powerful civilizations</p>	<p>Learning Activities: Hieroglyphic bookmarks- Students create bookmarks using ancient Egyptian hieroglyphics. A Day In The Life - Students choose a social class in Egypt. They write a journal entry from their point of view. What did they do? What did they experience? What was life like at home? Enrichment/Extra Credit – Research techniques of papermaking. They can prepare and demonstrate to the class. They should explain the different techniques for making paper and show different types of paper. Ask students to compare modern paper making to the papyrus of ancient Egypt.</p> <p>Guided Reading 2.1, 2.2, 2.3, 2.4</p> <p>Assessment Models: Hieroglyphic bookmarks – Students explain the impact writing systems have on different cultures.</p> <p>Story Pyramid - Students create a story board using the shape of a pyramid. Introduce by teaching about actual pyramids. Connect to storyboards written in Reading/Writing. Can be turned into movie scripts as well.</p> <p>Mindjogger Video Quiz Chapter Test Notebook Checks</p>

Suggested days of Instruction	Curriculum Management System	Topic: Ancient Egypt	
	Subject/Grade Level: Grade 6 Social Studies	Goal 2: The student will be able to analyze the development of Egypt's Empire.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.6. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.7. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>2.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>2.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>Additional Resources:</p> <p>Video Clips 2.1, 2.2, 2.3, 2.4</p> <p>Glencoe Student Online Resources</p> <p>Study Guide</p> <p>Reading/Writing connection – Houghton Mifflin theme Ancient Mysteries</p> <p>The Awesome Egyptians by Terry Deary and Peter Hepplewhite</p> <p>The Death of Enkidu: from the Epic of Gilgamesh www.nationalgeographic.com http://www.ancientegypt.co.uk/menu.html</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Ancient Israelites	
	<u>Subject/Grade Level:</u> Grade 6 Social Studies	Goal 3: The student will be able to describe the major events of the history of the Israelites and the growth of Judaism.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.1. Describe the Israelites beliefs and their early history. (6.2.8.D.2.a)</p> <p>3.2. Discuss the history of the kingdom of Israel. (6.2.8.D.2.a, 6.2.8.D.2.b, 6.2.8.D.2.c, 6.2.8.D.2.d, 6.2.8.D.4.c)</p> <p>3.3. Explain the growth of Judaism, including the challenges it overcame and the setbacks it suffered. (6.2.8.D.a, 6.2.8.D.d, 6.2.8.D.3.f)</p> <p>3.4. Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country. (9.1.8.A.3)</p> <p>3.5. Determine an individual's responsibility for personal actions and contributions to group activities.</p>	<p>Essential Questions: Why was the religion of Israel unique in the ancient world? Why did the Assyrian and later the Chaldeans, move Jews away from Israel and Judah after those areas were conquered? How did the Jewish religion shape the daily life of its people?</p> <p>Conceptual Understandings: Like the Sumerians, the ancient Israelites developed a society based on ideas of justice and strict laws. The Israelites believed that there was only one God.</p>	<p>Learning Activities: Abraham, The Father Of Israel – Divide the students into two groups. Use a contemporary translation of Genesis17:1-22 and Genesis 22:1-19. Students divide the passage so that everyone can participate. After the readings, discuss the importance of the two stories in the development of Israel. Celebrating Judaism –Have students work in groups to research and study a Jewish holiday or observance. (Passover, Rosh Hashanah, Yom Kippur, Hanukkah) Make sure each group work on a different holiday, set up group presentations.</p> <p>Guided Reading 3.1, 3.2, 3.3</p> <p>Assessment Models: Graphic Organizer – Create a graphic organizer for each lesson. Put the name of the lesson in the center and branch of with each of the main ideas. The details can be bulleted underneath. Mindjogger Video Quiz Chapter Quiz Notebook Checks</p> <p>Additional Resources: Video Clips 3.1, 3.2, 3.3 Glencoe Student Online Resources</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Ancient Israelites	
	Subject/Grade Level: Grade 6 Social Studies	Goal 3: The student will be able to describe the major events of the history of the Israelites and the growth of Judaism.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(9.1.8.C.1)</p> <p>3.6. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>3.7. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>3.8. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>Genesis 6-9: The Flood: from the Tanaka www.nationalgeographic.com</p>

Suggested days of Instruction	Curriculum Management System	Topic: Ancient Greece	
	Subject/Grade Level: Grade 6 Social Studies	Goal 4: The student will be able to trace the rise of Greek city-states, their cultural accomplishments, and the spread of Greek culture.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>4.1. Describe how the geography of Greece influenced where people settled. (6.2.8.B.3.a)</p> <p>4.2. Explain the importance of trade to the Minoans. (6.2.8.C.3.a, 6.2.8.C.3.b)</p> <p>4.3. Describe how the Minoans guilt the first Greek kingdoms and how they spread across the Mediterranean Region. (6.2.8.C.3.a)</p> <p>4.4. Analyze the need for colonies and trade and how it led to the spread of Greek culture. (6.2.8.B.3.b)</p> <p>4.5. Explain how the idea of citizenship developed through city-states in Greece. (6.2.8.A.3.b, 6.2.8.A.c, 6.2.8.A.3.e)</p>	<p>Essential Questions:</p> <p>What changes occurred in Greece during the Dark Ages? How did Athenian democracy compare with the government of Mesopotamia and Egypt? How did unifying help Athens and Sparta in their fight with the Persians? How did the direct democracy of Athens differ from the democracy we have in the United States? How was the culture of the ancient Greeks expressed in their religion, literature, and art? What were the Greek contributions to the study of philosophy and the writing of history? How did Alexander the Great, his widening empire, and his conquest spread Hellenism throughout southwest Asia?</p> <p>Conceptual Understandings:</p> <p>Greek civilization began almost, 4,000 years ago, but Greek ideas about government, science, and the arts are still important today. When Alexander the Great conquered the Persian Empire, he spread Greek culture and ideas throughout southwest Asia and the Mediterranean world.</p>	<p>Learning Activities:</p> <p>Map of Ancient Greece – Students are given a list of items to fill in on a blank map of ancient Greece. Write about how geography plays a part in the way people live. Connect that to people in the United States.</p> <p>Word Wall – Throughout the chapter students add words that come from Greek to the class creation.</p> <p>Modern Connections To Greek Culture – Create a bulletin board with the class that displays examples of Greek culture. Students should continue to add to this throughout the unit.</p> <p>Greek Pottery – Students create pictures of Greek pottery, focusing on geometric design and depicting a scene from daily life.</p> <p>Greek Architecture – Students create a sketch of ancient Greek architecture of a modern building that has been influenced by the ancient Greeks.</p> <p>.Debate – Have students debate whether Alexander was a hero or villain. Provide them with support for both sides.</p> <p>Guided Reading 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4</p> <p>Assessment Models:</p> <p>ABC's of Ancient Greece – Create a chart of the alphabet. Fill in with information about ancient Greece.</p> <p>Mindjogger Video Quiz</p>

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

Suggested days of Instruction	Curriculum Management System	Topic: Ancient Greece	
	<u>Subject/Grade Level:</u> Grade 6 Social Studies	Goal 4: The student will be able to trace the rise of Greek city-states, their cultural accomplishments, and the spread of Greek culture.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>empire. (6.2.8.D.3.d)</p> <p>4.13. Describe how Hellenistic kingdoms became centers of learning and culture. (6.2.8.D.3.d)</p> <p>4.14. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.15. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>4.16. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Social Studies	Topic: Ancient India	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5.1. Describe how climate and geography influenced the rise of India's first civilizations. (6.2.8.B.2.a, 6.2.8.B.2.b)</p> <p>5.2. Explain how the Aryans created a caste system that separated India into groups. (6.2.8.A.3.a, 6.2.8.D.3.a)</p> <p>5.3. Explain how Hinduism grew out of the ancient beliefs of the Aryans. (6.2.8.D.3.e, 6.2.8.D.3.f)</p> <p>5.4. Analyze how Buddhism appealed to many people in India and other parts of Asia. (6.2.8.D.3.e, 6.2.8.D.3.f)</p> <p>5.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>5.6. Determine an individual's</p>	<p>Essential Questions: How did the Aryans bring change to India? How did geography influence the history of India? What aspects of India's culture continue to influence our lives today?</p> <p>Conceptual Understandings: Like Ancient Greece, early India was a land of warriors, thinkers and scientists. Ideas from ancient India affect how we live today.</p>	<p>Learning Activities: Venn Diagram – Discuss the development of government in India. Compare and contrast theocratic and democratic government. How does each type influence life in a society? What are the advantages and disadvantages? Which do you think is better? What other areas combine religion with government? PowerPoint – Create a power point describing either Hinduism or Buddhism. How has the religion shaped the lives of people? What is the path to wisdom? Include information about origins, basic doctrines, important images or symbols, code of ethics, and sacred texts. Yoga – Students participate in learning the origins of different types of yoga. They try basic yoga positions and relaxation techniques. Written reflection – Students write about what they learned and how they see themselves incorporating this into their own lives. Record the benefits they see.</p> <p>Guided Reading 6.1, 6.2, 6.3</p> <p>Assessment Models: Supporting Details Chart – Create a chart for each lesson that includes the main idea, who, what, when, where, why, and how. Mindjogger Video Quiz Chapter Test</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Social Studies	Topic: Ancient India	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Goal 5: The student will be able to discuss the early Indian civilization, including the development of Hinduism and Buddhism.	Essential Questions, Conceptual Understandings
	responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 5.7. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2) 5.8. Employ appropriate conflict resolution strategies. (9.1.8.D.1) 5.9 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences (8.2.5.A.4)		Notebook Checks Additional Resources: Video Quiz 6.1, 6.2, 6.3 Glencoe Student Online Resources Study Guide Shower of Gold: Girls and Women in the Stories of India by Uma Krishnaswami www.nationalgeographic.com http://www.pbs.org/wgbh/nova/everest/earth/birth.html www.weather.com http://www.ancientindai.co.uk/

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Social Studies	Topic: Early China	
		Goal 6: The student will be able to explore China's first civilizations and the rise of the Qin and Han dynasties.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>6.1. Discuss how the river valleys, mountains, and desserts influenced the development of Chinese civilization. (6.2.8.B.3.a, 6.2.8.B.3.b, 6.2.8.C.a, 6.2.8.C.c)</p> <p>6.2. Explain how control of the land and strong armies benefited the Shang and Zhou dynasties. (6.2.8.C.3.a)</p> <p>6.3. Describe the Mandate of Heaven and the impact it had on the Chinese. (6.2.8.D.4.b)</p> <p>6.4. Explain the social classes in ancient China. (6.2.8.D.3.a, 6.2.8.D.3.b)</p> <p>6.5. Explain how Confucianism, Daoism, and Legalism grew out of a need for order. (6.2.8.D.3.e)</p> <p>6.6. Trace the development during the Han dynasty and how life improved for all of</p>	<p>Essential Questions:</p> <p>How did the development of the Silk Road change life in China?</p> <p>How did geography influence the growth of Chinese civilization?</p> <p>How did the lack of order encourage the growth of three important belief systems?</p> <p>How did the new inventions of the Han dynasty help improve the lives of the Chinese people?</p> <p>Conceptual Understandings:</p> <p>The ancient Chinese established long-ruling dynasties. They also valued three great philosophies: Confucianism, Daoism, and Legalism.</p>	<p>Learning Activities:</p> <p>YinYang Project – Give students background knowledge about the cultural meaning and importance of Yin Yang.</p> <p>Written – Students write about positive and negative events that have happened in their lives (Yin and Yang). Include the impact each event had on their life .</p> <p>Creation – Students are given a blank circle to create their own version of Yin Yang. Explain on the back how this explains how the world works and the colors and symbols they chose to use.</p> <p>Time Line Activity – Students create a timeline of the Shang and Zhou dynasties listing major events.</p> <p>Confucius – Choose a quote by Confucius that you connect to. Create a poster that includes your quote. Write the meaning of the quote and choose an additional quote that you choose to live by. Why?</p> <p>Reading/Writing connection – Quote analysis and explanatory prompt writing.</p> <p>Guided Reading 7.1, 7.2, 7.3</p> <p>Assessment Models:</p> <p>Cause Effect Chart – Throughout the chapter students create as many charts as they feel necessary to cover the main ideas for each lesson.</p> <p>Mindjogger Video Quiz Chapter Test</p>

Suggested days of Instruction	Curriculum Management System	Topic: Early China	
	Subject/Grade Level: Grade 6 Social Studies	Goal 6: The student will be able to explore China's first civilizations and the rise of the Qin and Han dynasties.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>China. (6.2.8.B.4.b, 6.2.8.D.4.k)</p> <p>6.7. Explain how harsh leadership both unified and defended China. (6.2.8.D.3.a, 6.2.8.D.3.c)</p> <p>6.8. Discuss how unrest in Chinese helped spread Buddhism. (6.2.8.D.3.e, 6.2.8.D.3.f)</p> <p>6.9. Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country. (9.1.8.A.3)</p> <p>6.10. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>6.11. Demonstrate the use of compromise, consensus,</p>		<p>Notebook Checks</p> <p>Additional Resources: Video Clips 7.1, 7.2, 7.3 Glencoe Student Online Resources Study Guide China: City and Village Life by Julia Waterlow www.nationalgeographic.com www.ancientchina.co.uk/</p>

Suggested days of Instruction	Curriculum Management System	Topic: Early China	
	Subject/Grade Level: Grade 6 Social Studies	Goal 6: The student will be able to explore China's first civilizations and the rise of the Qin and Han dynasties.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>6.12. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>6.13. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

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

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

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Social Studies	Topic: Ancient Rome	
		Goal 7: The student will be able to analyze the rise and fall of the Roman Republic and discuss the beginnings and spread of Christianity.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.12. Describe the many legacies of Rome in government, law, language, and the arts. (6.2.8.D.3.d)</p> <p>7.13. Explain the growth of the Eastern Roman Empire and the decline of the Western Roman Empire. (6.2.8.D.3.c)</p> <p>7.14. Describe the policies and reforms that helped strengthen the Byzantine Empire. (6.2.8.B.4.g, 6.2.8.D.3.d, 6.2.8.D.4.i)</p> <p>7.15. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>7.16. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Social Studies	Topic: Ancient Rome	
		Goal 7: The student will be able to analyze the rise and fall of the Roman Republic and discuss the beginnings and spread of Christianity.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	7.17. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 7.18. Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding. (9.1.8.D.4) 7.19. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

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

Suggested days of Instruction	Curriculum Management System	Topic: The Rise of Christianity	
	Subject/Grade Level: Grade 6 Social Studies	Goal 8: The student will be able to discuss the beginnings and spread of Christianity.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(9.1.8.A.1)</p> <p>8.7. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>8.8. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>8.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>8.10. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>Glencoe Student Online Resources Study Guide http://ccat.sas.upenn.edu/jod/augustine/ www.nationalgeographic.com</p>

Suggested days of Instruction	Curriculum Management System	Topic: Islamic Civilization	
	Subject/Grade Level:	Goal 9: The student will be able to explain the development and spreading of the religion of Islam.	
	Grade 6 Social Studies		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>9.1. Discuss the life of the prophet Muhammad and the rise of Islam. (6.2.8.B.3.a, 6.2.8.D.3.e, 6.2.8.D.4.a, 6.2.8.B.4.b)</p> <p>9.2. Explain how the Quran provided guidelines for Muslims. (6.2.8.D.3.e, 6.2.8.D.4.c)</p> <p>9.3. Discuss how Arabs spread Islam through teaching, conquest, and trade. (6.2.8.C.4.e, 6.2.8.B.4.d)</p> <p>9.4. Explain how the Turks and Mongols built Muslim Empires in Asia, Africa, and Europe. (6.2.8.D.4.a, 6.2.8.D.4.j)</p> <p>9.5. Describe the daily life of Muslims. (6.2.8.D.4.b)</p> <p>9.6. Explain the valuable cultural achievements Muslims made in math, science, and</p>	<p>Essential Questions: How did the religion of Islam begin and grow? How did Muslims spread their faith throughout the Middle East and the Mediterranean? What were the achievements of the Muslim empires?</p> <p>Conceptual Understandings: A few hundred years after the beginning of Christianity, another important religion arose in the Middle East: Islam. Followers of Islam conquered much of the Middle East, northern Africa, and part of Europe. They also made influential cultural achievements in the world.</p>	<p>Learning Activities: The Islamic Calendar – Compare the Islamic calendar with the Christian and Hebrew calendars. Islamic Art – Explore many examples of Islamic art and architecture. Math connection -Create a design using a protractor and one size circle continuing a pattern using the center of a circle. Architecture – Create a sketch of a mosque that reflects the culture and civilization of Islam.</p> <p>Guided reading 11.1, 11.2, 11.3</p> <p>Assessment Models: Comparing World Religions – Create a chart on in Microsoft Word that lists the major beliefs of Judaism, Hinduism, Buddhism, Christianity, and Islam. What do they have in common and how do they differ? Sequence Chart – Create a sequence chart for the rise and spread of Islam. Midjogger Video Quiz Chapter Test Notebook Checks</p> <p>Additional Resources: Video Clips 11.1, 11.2, 11.3</p>

Suggested days of Instruction	Curriculum Management System	Topic: Islamic Civilization	
	Subject/Grade Level: Grade 6 Social Studies	Goal 9: The student will be able to explain the development and spreading of the religion of Islam.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>the arts. (6.2.8.D.4.k)</p> <p>9.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>9.8. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>9.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>		<p>Glencoe Student Online resources Study Guide I Remember Palestine by Anita Ganeri The Golden Age of Islam by Linda S. George http://wings.buffalo.edu/students-life/sa/muslim/ www.nationalgeographic.com</p>

Suggested days of Instruction	Curriculum Management System	Topic: China in the Middle Ages	
	Subject/Grade Level: Grade 6 Social Studies	Goal 10: The student will be able to identify the new technologies, ideas, and political systems that influence China.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>10.1. Explain how China was reunited under the Sui, Tang, and Song dynasties. (6.2.8.B.4.a, 6.2.8.C.4.b)</p> <p>10.2. Discuss how Buddhism spread to China and other parts of Asia. (6.2.8.D.4.b, 6.2.8.D.4.d)</p> <p>10.3. 10.3 Explain how the Tang dynasty returned to the ideas of Confucius. (6.2.8.4.D.4.b)</p> <p>10.4. Describe how the Tang dynasty strengthened China's economy by supporting farming and trade. (6.2.8.c.4.a)</p> <p>10.5. Trace Chinese development in technology, art, and literature. (6.2.8.D.4.k)</p> <p>10.6. Trace the rise and accomplishments of the Mongol Empire.</p>	<p>Essential Questions:</p> <p>How did Chinese rulers bring peace, order, and growth to China?</p> <p>What were the advances in farming, trade, and culture?</p> <p>How did the Mongol's create the worlds largest land empire?</p> <p>How did Ming rulers strengthen government?</p> <p>Conceptual Understandings:</p> <p>The Chinese were interested in science and technology. Chinese inventions influence our lives today.</p>	<p>Learning Activities:</p> <p>Medieval Hall of Fame Bulletin Board – Students choose a famous political, religious, or philosophical leader of the Middle Ages and create a poster about their life and contributions.</p> <p>Time Capsule – (online) create a time capsule of the technologies invented by the Chinese during the Tang and Song dynasties.</p> <p>Zheng He – Math and Reading/Writing Connection Calculate the mileage of his voyages. Create a captains log.</p> <p>Guided Reading 12.1, 12.2, 12.3, 12.4</p> <p>Assessment Models:</p> <p>Who, What, Where, When, Why Chart – Create for Li Bo, Kublai, Khan, Genghis Khan, Marco Polo, and Zhen He.</p> <p>Mindjogger Video Quiz</p> <p>Chapter Test</p> <p>Notebook Checks</p> <p>Additional Resources:</p> <p>Video Clips 12.1, 12.2, 12.3, 12.4</p> <p>Glencoe Student Online resources</p> <p>Study Guide</p> <p>I Rode A Horse of Milk White Jade by Diane Lee</p>

Suggested days of Instruction	Curriculum Management System	Topic: China in the Middle Ages	
	Subject/Grade Level: Grade 6 Social Studies	Goal 10: The student will be able to identify the new technologies, ideas, and political systems that influence China.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(6.2.8.D.4.h, 6.2.8.D.4.k) 10.7. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2) 10.8. Employ appropriate conflict resolution strategies. (9.1.8.D.1) 10.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		Wilson http://www.mnsu.edu/emuseum/prehistory/china/index.html http://federaljobs.net/exams.htm www.nationalgeographic.com

Suggested days of Instruction	Curriculum Management System	Topic: Medieval Africa	
	Subject/Grade Level: Grade 6 Social Studies	Goal 11: The student will be able to analyze how Africa grew rich from trading.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>11.1. Explore how geography and trade influence the development of kingdoms in western and eastern Africa. (6.2.8.B.4.c, 6.2.8.B.4.e, 6.2.8.C.4.d)</p> <p>11.2. Explore the rise of centralized government. (6.2.8.A.4.b)</p> <p>11.3. Discuss the variety of religions that influenced people of the African continent. (6.2.8.D.4.j)</p> <p>11.4. Explain the effects of the Bantu migration. (6.2.8.B.4.a, 6.2.8.B.4.c)</p> <p>11.5. Trace the growth and influence of the African slave trade around the world. (6.2.8.C.4.b)</p> <p>11.6. Develop strategies to reinforce positive attitudes</p>	<p>Essential Questions: How did geography and trade shape the growth of African civilization – south of the Sahara? What were the governments and religions that influenced life in Medieval Africa? How did Bantu migration shape African cultures? How did African slave trade disrupt African culture?</p> <p>Conceptual Understandings: An African ruler led a great caravan on a long journey from North Africa to the Arabian peninsula. Africa grew rich from trading salt and gold.</p>	<p>Learning Activities: Africa’s Climate – Divide the class into four groups to research the four major climate zones. Present information to the class. Tell a Story – African griots. Discuss the art of storytelling. Have students choose an African story or an excerpt from one and share it with the class. Early African Civilization Game – Have students work in groups to construct a game that traces the route of a trader going from Mogadishu to Timbuktu.</p> <p>Guided Reading 134.1, 13.2, 13.3</p> <p>Assessment Models: Data Disk – Create a circular data disk. Place Medieval Africa in the center. Include geography, key events, economy, society, and religion. Midjogger Video Quiz Chapter Test Notebook Checks</p> <p>Additional Resources: Video Clips 13.1, 13.2, 13.3, Glencoe Student Online Resources Study Guide Sundiata The Hungering Lion by Kenny Mann</p>

Suggested days of Instruction	Curriculum Management System	Topic: Medieval Africa	
	Subject/Grade Level: Grade 6 Social Studies	Goal 11: The student will be able to analyze how Africa grew rich from trading.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>11.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>11.8. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>11.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>The Market Lady and the Mango Tree by Pete Watson www.nationalgeographic.com</p>

Suggested days of Instruction	Curriculum Management System	Topic: Medieval Japan	
	Subject/Grade Level:	Goal 12: The student will be able to explore the rise of medieval Japan.	
	Grade 6 Social Studies		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>12.1. Describe the geography of Japan. (6.2.8.B.4.a)</p> <p>12.2. Discuss the people that settled Japan and how they were organized. (6.2.8.D.4.d)</p> <p>12.3. Explain Japan's first constitution and the ideas they borrowed from China. (6.2.8.A.a, 6.2.8.A.b)</p> <p>12.4. Trace the origins of the Shinto religion. (6.2.8.D.3.f)</p> <p>12.5. Explain the rise of the samurai and shoguns of Japan. (6.2.8.A.4.a, 6.2.8.A.4.b)</p> <p>12.6. Describe the influence of religion on Japan's culture. (6.2.8.A.4.a)</p> <p>12.7. Explore the development and roles of various social</p>	<p>Essential Questions:</p> <p>What role did geography play in the development of Japan?</p> <p>How did shoguns and samurai influence medieval Japan?</p> <p>What was the impact of religion on Japan's culture?</p> <p>Conceptual Understandings:</p> <p>Warriors in Japan were known for their fighting skills. Japanese warriors trained their minds and bodies for battles. Their training methods are still used today.</p>	<p>Learning Activities:</p> <p>Maps – Explore various maps of Japan and discuss the impact geography had on its people.</p> <p>Religion – Compare and contrast Shinto beliefs with that of Pure Land and Zen Buddhism.</p> <p>Interview – Students prepare a list of questions for a martial arts instructor. E-mail or write a letter to a local instructor to ask your questions. Write a newspaper article with your notes.</p> <p>Guided Reading 14.1, 14.2, 14.3</p> <p>Assessment Models:</p> <p>Main Idea Mini Web-Site – Create a Web-site for Medieval Japan. Include a home page, a page for each lesson, and details for each topic.</p> <p>Mindjogger Video Quiz</p> <p>Chapter Test</p> <p>Notebook Checks</p> <p>Additional Resources:</p> <p>Video Clips 14.1, 14.2, 14.3</p> <p>Glencoe Student Online resources</p> <p>Study Guide</p> <p>http://www-learning.berkeley.edu/wclv/ugis55a/readings/medievaljapan.html</p>

Suggested days of Instruction	Curriculum Management System	Topic: Medieval Japan	
	Subject/Grade Level: Grade 6 Social Studies	Goal 12: The student will be able to explore the rise of medieval Japan.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>groups in Japan. (6.2.8.A.4.b)</p> <p>12.8. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>12.9. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p> <p>12.10. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>12.11. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>http://wsu.edu:8080/dee/ANCJAPAN/CONST.HTM</p> <p>www.nationalgeographic.com</p>

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

Suggested days of Instruction	Curriculum Management System	Topic: Medieval Europe	
	Subject/Grade Level: Grade 6 Social Studies	Goal 13: The student will be able to trace the advances made in Europe during the Middle Ages.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>13.7. Explain the role of the Catholic Church in medieval Europe. (6.2.8.A.4.c, 6.2.8.D.4.b, 6.2.8.D.4.c, 6.2.8.D.4.d)</p> <p>13.8. Explore how church and government leaders supported learning and the arts. (6.2.8.D.4.k)</p> <p>13.9. Describe how wars and the plague devastated Europe during the later middle Ages. (6.2.8.D.4.f)</p> <p>13.10. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>13.11. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p>		<p>Additional Resources: Video Clips 15.1, 15.2, 15.3, 15.4, 15.5 Glencoe Student online Resources Study Guide The Viking Ships by Ian Atkinson http://www.pbs.org/wgbh/nova/vikings http://www.chronique.com www.nationalgeographic.com</p>

Suggested days of Instruction	Curriculum Management System	Topic: Medieval Europe	
	Subject/Grade Level: Grade 6 Social Studies	Goal 13: The student will be able to trace the advances made in Europe during the Middle Ages.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>13.12. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>13.13. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>13.14. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 6 Social Studies	Topic: The Americas	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>14.1. Explore theories of how the first people traveled to the Americas. (6.2.8.B.4.h)</p> <p>14.2. Discuss how the development of farming shaped the cultures of the Americas. (6.2.8.C.4.a)</p> <p>14.3. Explain how the Maya, Aztec, and Inca adapted to the environment they lived. (6.2.8.B.4.h)</p> <p>14.4. Describe how the Spanish conquerors defeated the Aztec and the Inca. (6.2.12.A.1.a, 6.2.12.B.1.b)</p> <p>14.5. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>14.6. Model leadership skills during classroom and extra-curricular activities.</p>	<p>Essential Questions: How and when did the first people come to the Americas, and how did they live once they were here? How did the Aztec find and build their capital city? How did the Spanish conquerors defeat the Aztec and Inca Empires?</p> <p>Conceptual Understandings: During Europe's Middle Ages, many different people were building civilizations, in the Americas. They grew corn, beans, and other food products we are familiar with today.</p>	<p>Learning Activities: Global Feast – Students plan a feast. They choose a recipe that has a cultural meaning to their family. If they don't have one they will be starting one. Prepare the recipe, recipe's will be put into a class book, students will write about why they chose this particular recipe and its importance. Art and Architecture of the Americas – Students create a display of the art and architecture of the early people of the Americas. These will also be displayed at the feast.</p> <p>Guided Reading 16.1, 16.2, 16.3</p> <p>Assessment Models: Matrix Diagram – Who, What, Where, Why, When, How? Create a large classroom chart to list questions and answers that come up during the unit. Olmec, Maya, Aztec, Moche, Inca, Hohokam, Anasazi, Mississippians, and Cahokia Mindjogger Video Quiz Chapter Test Notebook Checks</p> <p>Additional Resources: Video Clips 16.1, 16.2, 16.3 Glencoe Student Online Resources</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Americas	
	Subject/Grade Level: Grade 6 Social Studies	Goal 14: The student will be able to trace the different civilizations that developed in the Americas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(9.1.8.C.3)</p> <p>14.7. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>14.8. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>Study Guide</p> <p>Step Into The Aztec and Maya Worlds by Fiona Macdonald</p> <p>http://www.wsu.edu:8080/dee/CIVAMRCA?CIV.HTM</p> <p>www.nationalgeographic.com</p>

