

Green Township School District Grade 6 Social Studies Curriculum - Revised 2017

Pacing: 2 weeks Unit 1: Studying the Past		
NJ Learning Standards	Knowledge and Skills	Suggested Activities
SS Skills- Chronological Thinking: Explain how major events are related to one another in time.	<ul style="list-style-type: none"> Explain how the past can affect the present and the future 	Explore features of the textbook Read and respond to informational text Compare/contrast examples of primary and secondary sources
SS Skills- Critical Thinking: Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).	<ul style="list-style-type: none"> Identify and analyze primary and secondary sources 	Archaeology simulation Explore the ways we interact with our local geography
6.2: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.	<ul style="list-style-type: none"> Explain the relationship between physical and human geography and how they contribute to the study of history 	Academic and content-area vocabulary study: <ul style="list-style-type: none"> history culture archaeology anthropology fossil artifacts primary source secondary source geography physical geography human geography environment resources
6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	<ul style="list-style-type: none"> Explain what historians, archaeologists and anthropologists do, and how they analyze information 	
RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Develop and use effective strategies for reading, analyzing and evaluating informational text 	
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> Develop and use effective strategies for reading, analyzing and evaluating informational text 	

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District/School Formative Assessment Plan	District/School Summative Assessment Plan
Discrepant Event; Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; journals/reflections; teacher observations	<p>Post-unit test containing both multiple-choice and open-ended questions that require students to:</p> <ul style="list-style-type: none"> ● differentiate between primary and secondary sources ● distinguish fossils from artifacts ● explain the importance of studying history ● explain the relationship between geography, history and culture
Core Instructional Materials	Supplementary Resources
<i>Holt World History</i> textbook series	Samples of artifacts, fossils, primary sources and secondary sources

Plan for Word Study Grade 6 Unit 1		
<p><u>New Academic Vocabulary::</u></p> <ul style="list-style-type: none"> ● history ● archaeology ● anthropology ● fossil ● artifacts ● geography ● physical geography ● human geography 	<p><u>Review:</u></p> <ul style="list-style-type: none"> ● culture ● environment ● resources 	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> ● primary source ● secondary source ● analyze ● determine ● distinguish

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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
 - 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

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Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Green Township School District Grade 6 Social Studies Curriculum - Revised 2017

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
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Students at Risk of School Failure:

Modifications for Classroom

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Pacing: 2=3 weeks		Unit 2: Early Humans	
NJ Learning Standards	Knowledge and Skills Students will Demonstrate	Suggested Activities	
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.	<ul style="list-style-type: none"> Describe how early humans survived by hunting and gathering <ul style="list-style-type: none"> Differentiate history from prehistory 	Reading and notetaking Timeline of Human Evolution Discovery Education Documentaries (Discovering Ardi, who killed the Iceman)	
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.	<ul style="list-style-type: none"> Explain how climate change led to early human migration; 	Journaling/Reflections Simulations (Communicating without Words/ Stone Age Survivor)	
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	<ul style="list-style-type: none"> Explain how domestication and the development of agriculture changed human society and gave rise to civilizations Describe the change in culture between nomadic and agrarian societies; explain why the formation of agricultural societies and settlement in river valleys increased people's survival rate and population. 	Vocabulary: <ul style="list-style-type: none"> prehistory hominid ancestor evolve hunter-gatherer migrate land bridge Paleolithic Era Mesolithic Era Neolithic Era domestication agriculture megaliths surplus specialization of labor civilization barter 	
6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.	<ul style="list-style-type: none"> Describe how early people used resources and made tools to adapt to new environments 		
6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	<ul style="list-style-type: none"> Describe how humans evolved in prehistoric times 		
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	<ul style="list-style-type: none"> Explain the importance of language in human development 		
6.2.8.D.1.c Explain how archaeological discoveries are used to develop	<ul style="list-style-type: none"> explain how fossils from prehistoric 		

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and enhance understanding of life prior to written records.	can help us make inferences about the way early humans lived	
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; journals/reflections; teacher observations; mid-unit quiz		Post-unit test consisting of multiple choice and open-ended questions that require students to <ul style="list-style-type: none"> ● identify and describe early hominid species and how they evolved ● describe where early humans migrated and how they adapted to their environment ● explain how the development of agriculture and domestication led to the growth of civilizations
Core Instructional Materials		Supplementary Resources
<i>Holt World History</i> textbook series		Eyewitness <i>Early Humans</i> books; Discovery Education videos; teacher-created activities (Stone Age Survivor)

Plan for Language Study Grade 6 Unit 2

New Academic Vocabulary:

- prehistory
- hominid
- ancestor
- evolve
- hunter-gatherer
- migrate
- land bridge
- Paleolithic Era
- Mesolithic Era
- Neolithic Era
- domestication
- agriculture
- megaliths
- surplus
- specialization of labor

Review:

- culture
- environment
- resources

Tier 2 Vocabulary:

- compare
- contrast
- analyze
- determine
- explain
- reflections

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<ul style="list-style-type: none"> • civilization • barter 		
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Pacing: 3-4 weeks Unit 3: Mesopotamia		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>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</p> <p>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</p> <p>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</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations</p> <p>6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations</p> <p>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</p> <p>6.2.3.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time</p>	<p>Timeline study</p> <p>Notetaking</p> <p>Read/respond to myths and legends of Mesopotamia</p> <p>Educational videos (Discovery Education)</p> <p>Simulation (pictographs evolving to written language)</p> <p>Babylonian Base-60 Math activity</p> <p>Critique of Hammurabi's Code (Letter to Editor activity)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● silt ● Fertile Crescent ● myth ● legend ● epic ● irrigation ● canal ● rural/urban ● city-state ● empire ● polytheism ● deity 	<ul style="list-style-type: none"> ● Explain how the natural resources of the Fertile Crescent contributed to the agricultural success of its civilizations ● Describe how new farming techniques led to the growth of cities in Mesopotamia ● Describe the importance of religion and social hierarchy in Sumerian culture and government. ● Explain why the invention of writing was a major achievement in human development ● Describe the impact of Mesopotamian inventions and advances in math, science, architecture and the arts ● Describe the significance and assess the impact and validity of Hammurabi's Codes ● Read & interpret primary sources (Epic of Gilgamesh, Hammurabi's Code) ● Compare and interpret historical and modern maps of the Middle East; ● Explain factors that contributed to the rise and fall of empires of the Fertile crescent (Hittites, Kassites Assyrians, Phoenicians)

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	<ul style="list-style-type: none"> ● social hierarchy ● cuneiform ● pictographs ● scribe ● ziggurat ● monarch ● chariot 	
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; journals/reflections; teacher observations; mid-unit quiz</p>	<p>Essay test in which students must</p> <ul style="list-style-type: none"> ● explain why Mesopotamia was an ideal place for a civilization to develop ● describe and evaluate the social hierarchy of ancient Sumer ● assess the leadership of Hammurabi ● explain how the people of Mesopotamia used mythology to help them make sense of their world ● describe the enduring legacies of civilizations in the Fertile Crescent <p>Culminating project in which students choose from several options:</p> <ul style="list-style-type: none"> ● Write a myth or legend that features deities and/or famous people of Mesopotamia ● Write a letter to the king describing Sumer’s social hierarchy and how/why you think it should be changed ● Create a map illustrating Phoenician trade routes and write an essay explaining how the Phoenicians grew wealthy through trade ● create a song or poem describing the rise and fall of Mesopotamian empires, including their important leaders, accomplishments, successes and failures 	
Core Instructional Materials		Supplementary Resources
<p><i>Holt World History</i> textbook series</p>		<p><i>Myths and Civilization of the Ancient Mesopotamians</i> (by Rupert Matthews) Excerpts from Hammurabi’s Codes <i>Mesopotamia</i>- Teacher Created Materials, Inc. Teacher-designed simulations various online sources</p>

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Plan for Language Study Grade 6 Unit 3

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<p><u>New Academic Vocabulary:</u></p> <ul style="list-style-type: none"> • silt • Fertile Crescent • irrigation • canal • rural/urban • city-state • empire • polytheism • deity • social hierarchy • cuneiform • pictographs • scribe • ziggurat • monarch • chariot 	<p><u>Review:</u></p> <ul style="list-style-type: none"> • myth • legend • epic 	<p><u>Tier 2 Vocabulary:</u></p> <p>Compare contrast analyze evaluate</p>

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	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests

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- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
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Modifications for Homework and Assignments

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- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
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Unit 4: Ancient Egypt		
Pacing: 4 weeks		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>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</p> <p>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</p> <p>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</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations</p> <p>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</p> <p>6.2.3.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time</p>	<p>Plot kingdoms, dynasties and important events on timeline</p> <p>Reading and notetaking</p> <p>Read/study myths involving Egyptian gods and goddesses</p> <p>Simulation ('Operation Afterlife')</p> <p>Write narratives from the perspectives of various social classes ('I Wasn't Always a Mummy...')</p> <p>Create cartouches</p> <p>Documentaries and/or educational videos</p> <p>Make and play Senet Games</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● delta ● cataracts ● pharaoh ● dynasty ● shaduf ● Old Kingdom ● Middle Kingdom ● New Kingdom ● nobles 	<ul style="list-style-type: none"> ● Explain how the geography of Egypt, especially the Nile River, contributed toward the growth of a civilization ● Describe the role of pharaohs and the social structure of ancient Egypt ● Explain the importance of religious beliefs to ancient Egypt and how these beliefs and practices permeated all aspects of society ● Describe the process of mummification and tomb preparation in ancient Egypt ● Describe the significance of pyramids, temples, obelisks and other architectural features of ancient Egypt ● Compare & contrast the jobs of ancient Egypt to modern-day jobs, and assess the positive & negative aspects of each ● Describe Egypt's growth and expanded trade during the New Kingdom ● Study and evaluate the lives and reign of famous pharaohs during the New Kingdom (Ramses II, Hatshepsut, Akhenaten, Tutankhamen) ● Describe the many technological and artistic achievements of ancient Egypt and their impact on our world today

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	<ul style="list-style-type: none"> ● afterlife ● mummy ● e,balm ● engineering ● hieroglyphics ● papyrus ● Rosetta Stone ● sphinx ● obelisk 	
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; journals/reflections; teacher observations; mid-unit quizzes</p>	<p>Essay test in which students</p> <ul style="list-style-type: none"> ● interpret primary and secondary sources that highlight the importance of the Nile River and its natural resources to ancient Egypt's prosperity ● describe ancient Egypt's religious beliefs and customs, and how they were central to society ● analyze Egypt's growth during the New Kingdom and its contributions to today's world <p>Culminating project:</p> <ul style="list-style-type: none"> ● Students create a travel brochure or advertisement from the perspective of a travel agent living in ancient times, describing Egypt's many attractions and using vivid vocabulary and persuasive language to entice potential visitors (Project can be done on paper or using various digital tools.) 	
Core Instructional Materials		Supplementary Resources
<p><i>Holt World History</i> textbook series</p>	<p>Eyewitness <i>Ancient Egypt</i> books Various non-fiction books and online resources Discovery Education videos teacher-created simulations and projects</p>	

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Plan for Language Study Grade 6 Unit 3

<p><u>New Academic Vocabulary:</u></p> <ul style="list-style-type: none"> ● silt ● Fertile Crescent ● irrigation ● canal ● rural/urban ● city-state ● empire ● polytheism ● deity ● social hierarchy ● cuneiform ● pictographs ● scribe ● ziggurat ● monarch ● chariot 	<p><u>Review:</u></p> <p>weaponry class trade growth decline</p>	<p><u>Tier 2 Vocabulary:</u></p> <p>Compare contrast analyze evaluate perspective</p>
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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.

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	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<p>2014 NJ Technology Standards:</p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<u>Gifted and Talented:</u>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking 	
<u>English Language Learners:</u>	
Modifications for Classroom	

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- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests

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- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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Modifications for Homework and Assignments

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- Student may take/complete tests in an alternate setting as needed.
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Pacing: 2 weeks Unit 5: Early Hebrews		
NJ Learning Standards and NJ Statute on Holocaust/Genocide Education	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>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</p> <p>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</p> <p>Chronological Thinking Explain how major events are related to one another in time.</p> <p>N.J.S.A. 18A:35-28, Holocaust/Genocide Education AN ACT regarding genocide education in the public schools and supplementing chapter 35 of Title 18A of the New Jersey Statutes.</p> <p>BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:</p> <p style="padding-left: 20px;">1. The Legislature finds and declares that:</p> <p>a. New Jersey has recently become the focal point of national attention for the most venomous and vile of ethnic hate speeches.</p> <p>b. There is an inescapable link between violence and vandalism and ethnic and racial intolerance. The New Jersey Department of Education itself has formally recognized the existence of the magnitude of this problem in New Jersey schools by the formation of a Commissioner's Task Force on Violence and Vandalism.</p> <p>c. New Jersey is proud of its enormous cultural diversity. The teaching of tolerance must be made a priority if that cultural diversity is to remain one of the State's strengths.</p> <p>d. National studies indicate that fewer than 25% of students have an understanding of organized attempts throughout history to eliminate various ethnic groups through a systematic program of mass killing or genocide.</p>	<p>Venn Diagrams or T-Charts</p> <p>Timelines</p> <p>Study primary sources (10 Commandments, excerpts from Jewish texts)</p> <p>Visitor/speaker from a local Synagogue or Jewish Center</p> <p>Educational videos and/or documentaries</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Judaism ● Exodus ● diaspora ● monotheism ● Torah ● Talmud ● synagogue ● Dead Sea Scrolls ● zealots ● rabbi ● Passover ● Holocaust ● genocide 	<ul style="list-style-type: none"> ● Describe how Judaism developed and spread ● Describe how the Hebrews were divided, conquered, scattered and ruled over after Solomon's reign ● Analyze and evaluate Jewish beliefs and important Jewish texts ● Describe the conflicts between the Jews and the Romans, and the effects of their defeat ● Analyze the causes and effects of anti-Semitism and the Jewish Diaspora over the centuries ● Explain the lessons learned from the Holocaust and other acts of persecution and genocide ● Describe ways that people can practice tolerance and respect in a diverse world.

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<p>e. The New Jersey Commission on Holocaust Education, created pursuant to P.L.1991.c.193 (C.18A:4A-1 et seq.), several years ago expanded its mission to study and recommend curricular material on a wide range of genocides. The Holocaust Commission is an ideal agency to recommend curricular materials to local districts.</p> <p>2.</p> <p>a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.</p> <p>b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>3. This act shall take effect immediately and shall first apply to curriculum offerings in the 1994-95 school year.</p>		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; journals/reflections; teacher observations</p>		<p>Post-unit quiz or test in which students</p> <ul style="list-style-type: none"> ● identify early Hebrew leaders and their important accomplishments ● interpret the meaning of the 10 Commandments ● be familiar with basic Jewish beliefs and customs ● describe the persecution of Jewish people through history, and how it has impacted them
Core Instructional Materials		Supplementary Resources
<p><i>Holt World History</i> textbook series</p>		<ul style="list-style-type: none"> ● Discovery Education ● Resources from NJ Commission on Holocaust and Genocide Education ● Various non-fiction sources on the Holocaust, such as Philip Steele's <i>The Holocaust</i> and Eve Bunting's <i>Terrible Things</i>.

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Plan for Language Study Grade 6 Unit 3

Plan for Language Study Grade 6 Unit 3		
<p><u>New Academic Vocabulary:</u></p> <ul style="list-style-type: none"> ● silt ● Fertile Crescent ● irrigation ● canal ● rural/urban ● city-state ● empire ● polytheism ● deity ● social hierarchy ● cuneiform ● pictographs ● scribe ● ziggurat ● monarch ● chariot 	<p><u>Review:</u></p> <ul style="list-style-type: none"> ● myth ● legend ● epic 	<p><u>Tier 2 Vocabulary:</u></p> <p>Compare contrast analyze evaluate interpret</p>

Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

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	<p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<p>2014 NJ Technology Standards:</p>	<p>8.1 Educational Technology (Word PDF)</p> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</p> <p>(Word PDF)</p> <p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<u>Gifted and Talented:</u>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking 	

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English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
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- Extended time to complete class work
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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.

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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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- Provide regular parent/ school communication

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- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Unit 6: Ancient India		
Pacing: 3-4 weeks		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>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.</p> <p>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</p> <p>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</p>	<p>Map studies</p> <p>Compare/Contrast T-Chart or Venn Diagram</p> <p>Note-taking, Journal-writing and /Reflections on the beliefs and practices of Hinduism and Buddhism</p> <p>Video/movie questions and discussions</p> <p>News article analysis</p>	<ul style="list-style-type: none"> • Explain the geographical features that helped early civilizations of India to develop • Compare and contrast the Harappan and Aryan civilizations • Compare/contrast the social classes of Ancient India to the Social Classes of Modern-Day United States • Consider & debate what factors determine a person’s social class and whether social classes can change over time; and analyze ways that India’s caste system persists today • Describe the origins and growth of Hinduism; describe, reflect on and evaluate the beliefs of Hindus and Jains; • Explore and analyze the life and accomplishments of Mohandas Gandhi, especially his contributions to the people of India • Explore, describe and reflect on the origins, beliefs and growth of Buddhism

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<p>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</p> <p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time</p> <p>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.</p> <p>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</p>	<p>(modern-day “untouchables”)</p> <p>Story Chains</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● monsoon ● subcontinent ● Vedas ● Sanskrit ● Aryans ● Harapans ● raja ● Hinduism ● Buddhism ● karma ● Brahman ● Jains ● nonviolence 	<ul style="list-style-type: none"> ● Analyze the rise and fall, rulers and accomplishments of the Mauryan and Gupta empires ● Describe the many achievements and legacies of the ancient people of India
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; journals/reflections; teacher observations; mid-unit quizzes</p>		<p>Post-unit research project and presentation, in which students choose from the following options:</p> <ul style="list-style-type: none"> ● compare and contrast the beliefs Hinduism and Buddhism, and explain how several principles of these faiths apply to our world today ● retell or perform a story from the Panchatantra, Mahabarata or Ramayana, and also write a one or two-page essay that explains how the story reflects the values & beliefs of ancient India, and why the story continues to have universal appeal today. ● design a presentation showing the origins of Indian metallurgy, how the Damascus Sword was made, why the Damascus Sword was an important achievement, and what effects it had on trade and warfare beyond India ● deliver a lesson that explains the origins of Hindu-Arabic numbers and the concept of zero, compares/contrasts the Hindu-Arabic numerals to other early number systems, explains why the Hindu-Arabic system replaced earlier

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	<p>systems, and demonstrates the importance of zero in both mathematics and computer technology; also create and assign a math worksheet that shows the importance of zero.</p> <ul style="list-style-type: none"> design and illustrate a presentation that describes who built the Jantar Mantar observatories, where & when they were built, and why they are historically and scientifically significant.; also describe the important instruments of these observatories and what their functions are
Core Instructional Materials	Supplementary Resources
<i>Holt World History</i> textbook series	<ul style="list-style-type: none"> Selected stories from the <i>Ramayana</i>, <i>Mahabharata</i>, <i>Panchatantra</i> Discovery Education and YouTube videos BBC News article- <i>India's Dalits still fighting untouchability</i> (June 2012) Excerpts from 1982 documentary- <i>Gandhi</i> (Ben Kingsley)

Plan for Language Study Grade 6 Unit 6		
<p><u>New Academic Vocabulary:</u></p> <ul style="list-style-type: none"> monsoon subcontinent Vedas Sanskrit Aryans Harapans raja Hinduism Buddhism karma Brahman Jains 	<p><u>Review:</u></p> <ul style="list-style-type: none"> nonviolence legacy 	<p><u>Tier 2 Vocabulary:</u></p> <p>compare contrast determine analyze evaluate</p>

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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

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Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice

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- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 8 weeks Unit 7: Ancient Greece		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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.</p> <p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time</p> <p>6.2.8.D.3.3 Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations</p>	<p>Note-taking and Reading Guides</p> <p>Greek Root Words study</p> <p>Timeline project</p> <p>Comparison charts or Venn diagrams (Direct v. Representative Democracy, Sparta v. Athens, etc.)</p> <p>“Downsizing Mt. Olympus” poster project</p> <p>Olympic games activities</p> <p>Find & photograph local examples of Greek architecture</p> <p>Analysis of Hippocratic oath</p> <p>Explore Pythagorean theorem</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Pantheon ● polis ● classical age ● acropolis ● agora ● democracy ● aristocrats 	<ul style="list-style-type: none"> ● Explain the effects of geography on the people of ancient Greece ● Explain the role of mythology in ancient Greece, especially in explaining acts of nature and human behavior ● Describe the rise and fall of the Minoan and Mycenaean civilizations ● describe the rise of city-states and the colonization of Ancient Greece. ● Describe how democracy began and operated in Athens ● Describe Pericles’ contributions to Athens and the later fall of Athenian democracy ● Compare/contrast ancient democracy to modern democracy ● Sequence important political and military events of ancient Greece ● Describe how Cyrus the Great created and expanded the Persian empire ● Describe how the Greeks eventually defeated the Persians in the Persian Wars. ● Compare and contrast the values and practices of Sparta and Athens ● Describe the battles and outcomes of the Peloponnesian War ● Describe how Alexander Great created a vast empire and spread Hellenistic culture, and how his empire finally collapsed ● Explain the purpose of the original Olympic Games and compare the sporting events of ancient Olympics to those of modern-day Olympics ● Describe Ancient Greece’s contributions to

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<p>Spatial Thinking: Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems</p> <p>Chronological Thinking: Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). <p>RL.6.10. Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p>	<ul style="list-style-type: none"> ● oligarchy ● citizens ● tyrant ● assembly ● council ● pericles ● cavalry ● alliance ● Peloponnesian War ● Phillip II ● phalanx ● Alexander the Great ● Hellenistic ● capital ● philosophy 	<p>language and literature, especially English words derived from Greek roots and the influence of Greek mythology on modern-day culture</p> <ul style="list-style-type: none"> ● Analyze ancient Greece’s contributions to mathematics, philosophy, government, science and the arts
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p>Class discussions,</p> <p>sharing of prior knowledge;</p> <p>conferences with students and student groups;</p> <p>homework assignments; journals/reflections;</p> <p>teacher observations;</p> <p>mid-unit quizzes</p>		<p>Essay test in which students</p> <ul style="list-style-type: none"> ● read and respond to questions about a Greek myth ● describe how Greek mythology has influenced modern culture and explain the lasting and universal appeal of Greek mythology ● describe ancient Greece’s contributions to the field of philosophy, math and medicine, and assess which of these contributions has had the most enduring impact on today’s world ● compare and contrast the art and architecture of ancient Greece to that of ancient Egypt, and provide evidence as to which civilization’s works are most impressive
Core Instructional Materials		Supplementary Resources
<p><i>Holt World History</i> textbook series</p>		<p>Eyewitness Ancient Greece <i>D’Aulaires’ Book of Greek Myths.</i> Evslin’s <i>Greek Gods</i> <i>Discovery Education videos</i></p>

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	Movie- Jason and the Argonauts
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Plan for Language Study Grade 6 Unit 7		
<p><u>New Academic Vocabulary :</u></p> <ul style="list-style-type: none"> ● Pantheon ● polis ● classical age ● acropolis ● agora ● aristocrats ● oligarchy ● citizens ● tyrant ● pericles ● cavalry ● alliance ● Peloponnesian War ● Philip II ● phalanx ● Alexander the Great ● Hellenistic ● philosophy 	<p><u>Review:</u></p> <p>democracy assembly council capital migration expansion geography</p>	<p><u>Tier 2 Vocabulary:</u></p> <p>compare contrast</p>

Interdisciplinary Connections throughout the K-12 Curriculum
<p><u>ELA:</u></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>

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Integration of 21st Century Themes and Skills	
<u>21st Century Skills/ Career Ready Practices:</u>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<u>2014 NJ Technology Standards:</u>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<u>Gifted and Talented:</u>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p>	

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- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.

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- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 4 weeks Unit 8: Ancient Rome- the Republic		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
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	Discrepant Event Map studies	<ul style="list-style-type: none"> ● Explain how historians and archaeologists have acquired knowledge about the ancient Romans ● Correlate events in ancient Rome to other world events in the same time period ● Identify geographical features that gave rise to the growth of Rome ● Explain why ancient Romans told the legend of Romulus and Remus
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	Re-write the Legend of Romulus and Remus Government Flowchart	

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<p>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</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality</p> <p>RL.6.10. Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>Spatial Thinking: Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems</p> <p>Critical Thinking: Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.)</p> <p>Chronological Thinking: Explain how major events are related to one another in time.</p>	<p>(Roman Republic)</p> <p>“What to do at the Forum” quick-write activity</p> <p>Compare/contrast T-chart or Venn Diagram</p> <p>Cause and Effect diagram/chart</p> <p>Write a letter from perspective of Hannibal’s soldier</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● republic ● Patricians ● Plebeians ● senate ● consuls ● Gaul ● forum 	<ul style="list-style-type: none"> ● Describe the structure of government in the early Roman Republic, and contrast it with modern-day democracy in the U.S. ● Analyze & evaluate the strengths and weaknesses of the Roman government ● Explain the significance of the Law of the Twelve Tables ● Explain what made the Forum the heart of Roman society ● Explain how Rome’s location, government and trade helped it become a major power in the ancient world ● Analyze the late Republic as a time of both expansion and turmoil ● Analyze and evaluate Hannibal’s leadership in the Punic Wars
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>	

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Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations; mid-unit quizzes	Post-unit test consisting of multiple-choice and short-answer questions in which students: <ul style="list-style-type: none"> ● describe Italy’s geography and how it promoted or hindered the growth of ancient Rome ● recall the growth and structure of the Roman Republic and how it reflected societal norms ● describe conflicts between Rome and other powers, as well as civil conflicts, that brought victory abroad but created turmoil within the Republic
Core Instructional Materials	Supplementary Resources
<i>Holt World History</i> textbook series	Eyewitness <i>Ancient Rome</i> Various Ancillaries Movies and Discovery Education videos

Plan for Language Study Grade 6 Unit 8		
<p><u>New Academic Vocabulary: :</u></p> <ul style="list-style-type: none"> ● republic ● Patricians ● Plebeians ● senate ● consuls ● Gaul ● forum 	<p><u>Review:</u></p> <p>compare contrast democracy assembly council capital</p>	<p><u>Tier 2 Vocabulary</u></p> <p>Analyze explain describe</p>

Interdisciplinary Connections throughout the K-12 Curriculum
<p><u>ELA:</u></p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>

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RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
 RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
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- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

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 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.

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- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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- Teachers will check/sign student agenda daily
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Modifications for Homework and Assignments

- Extended time to complete assignments.
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- Extended time on classroom tests and quizzes.
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Pacing: 4 weeks Unit 9: The Roman Empire		
NJ Learning Standards	Suggested Activities	Knowledge and Skills Students will Demonstrate to show Mastery of the Standards
6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.	“What Makes a Good Leader?” activity/analysis	<ul style="list-style-type: none"> ● Describe the events that led to the end of the Roman Republic ● Analyze & evaluate the leadership of Caesar, Pompey and Octavian ● Explain how the Roman Empire grew during its first 200 years
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	Causes and Effects chart (Roman Expansion)	

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<p>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</p> <p>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</p> <p>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.</p> <p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time</p> <p>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</p> <p>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.</p> <p>6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality</p>	<p>Daily Lives comparison chart or Venn diagram</p> <p>Roman Dinner Menu project</p> <p>Group work: Causes of Rome's Collapse</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● empire ● Pax Romana ● province ● legion ● legionary ● centurian ● cavalry ● atrium ● amphitheater ● Colosseum ● gladiator ● Circus maximus ● legacy ● aqueduct 	<ul style="list-style-type: none"> ● Describe Rome's lasting achievements in science, engineering, architecture, and their relevance to our world today ● Compare/contrast the social classes, public meeting places, roles of women, and family life in ancient Rome to that of today ● Compare/contrast the ancient Roman entertainment, recreation and food to that of today ● Describe Rome's conflicts with the Jews and early Christians ● Describe factors that contributed to the fall of the Roman Empire ● Explain how and why Christianity developed and spread throughout the Roman Empire ● Describe the rise and fall of the Eastern Empire
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations; mid-unit quizzes</p>		<p>Essay test in which students</p> <ul style="list-style-type: none"> ● Discuss how Rome became such a huge and powerful empire, and how it finally collapsed ● Describe in detail three legacies that the Romans have left us; and also explain why these accomplishments were important, and how they have impacted our world today. ● Describe the religious practices of the ancient Romans and how they were affected by Judaism and the rise of

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	<p>Christianity</p> <p>Culminating project options:</p> <ul style="list-style-type: none"> ● Create a poster or presentation that depicts Rome’s contributions to architecture and engineering ● Research the lives of gladiators and write a letter from the perspective of a newly trained gladiator, describing your background, training, expectations and feelings. ● create a board game the incorporates both Romans numerals and the Latin language, testing the players’ knowledge of ancient Rome ● rewrite the lyrics to a favorite song or poem so that they describe the spectacular life and tragic death of Julius Caesar
Core Instructional Materials	Supplementary Resources
<i>Holt World History</i> textbook series	<ul style="list-style-type: none"> ● Eyewitness <i>Ancient Rome various ancillaries</i> ● Discovery Education video: <i>Secrets of Lost Empires—Colosseum</i> ● “Pompeii- the Last Day” (2007 <i>Discovery Channel</i> DVD, 1 hour 40 minutes) ● photographs ● Julius Caesar movie (Jeremy sisto, 2002)

Plan for Language Study Grade 6 Unit 9

<p><u>New Academic Vocabulary:</u></p> <ul style="list-style-type: none"> ● Pax Romana ● province 	<p><u>Review:</u></p> <p>compare contrast</p>	<p><u>Tier 2 Vocabulary</u></p> <p>Analyze explain</p>
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<ul style="list-style-type: none"> ● legion ● legionary ● centurian ● cavalry ● atrium ● amphitheater ● Colosseum ● gladiator ● Circus maximus ● legacy ● aqueduct 	<p>democracy assembly council capital empire</p>	<p>describe research</p>
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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
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	<p>CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<p><u>2014 NJ Technology Standards:</u></p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<u>Gifted and Talented:</u>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking 	
<u>English Language Learners:</u>	
<p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice 	

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- Model skills / techniques to be mastered.
- Extended time to complete class work
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Modifications for Homework/Assignments

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Unit 10: Economics		
Pacing: 2 weeks		
NJ Learning Standards	Knowledge and Skills Students will Demonstrate	Suggested Activities
<p>9.1.8.B.1 Distinguish among cash, check, credit card and debit card.</p> <p>9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.</p> <p>9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.</p> <p>9.1.8.B.7 Construct a budget to save for long-term, short-term and charitable goals.</p> <p>9.1.8.B.8 Develop a system for keeping and using financial records.</p> <p>9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of each.</p> <p>9.1.8.C.7 Determine potential consequences of “easy access” credit (e.g. using a line of credit vs. obtaining a loan for a specific purpose)</p>	<ul style="list-style-type: none"> ● Define the concept of “paying yourself first” and identifying age appropriate financial goals. ● Explain what a budget is and why it is important. ● Define expenses and income. ● Differentiate between financial wants and needs. ● Determine the difference between fixed expenses and variable expenses. ● Create a simple budget that includes gross income, net income, taxes and savings goals. ● Identify the differences between using cash, check, debit cards and credit cards when paying for expenses. 	<p>Create a simple budget using a spreadsheet program.</p> <p>Roleplay - Each student chooses a career with a given income and creates a simple budget based on the income.</p> <p>Class economy - Create a class economy where students need to pay with cash, check, etc.</p> <p>Investigate items that one would use a loan to buy (e.g. like a car). Have students use a budgeted amount to “buy” a car and determine effect of the fixed expense on the budget.</p> <p>Investigate what happens when to balances when credit cards are not paid off at the end of the month.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● credit

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	<ul style="list-style-type: none"> • Define terminology associated with credit and debt, i.e. credit, credit cards, debt, loans, etc. • Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each. • Determine the cause and effects of not repaying a debt on current and future financial security. 	<ul style="list-style-type: none"> • debit • budget • income • expense • financial security
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations		Projects that engage students with real world applications of the ideas presented in the unit.
Core Instructional Materials		Supplementary Resources
<i>Practical Money Skills Grades 3-6</i>		The Mint Budgets for Kids Wants vs Needs Scholastic Gross and Net Pay Debt Dilemma Activity Best Payment Option: Debit or Credit (Activity) Learning to Give: Credit Introduction PBS: Debit vs Credit - Your Life. Your Money

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