Pacing Guide For Social Studies Curriculum

Grade 6

Topic	Marking Period	Number of Days
The Beginnings of Human Society	1	26
Early Civilization and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000-1000 BCE)	1-4	95
The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)	4	49
Civics, Government, and Human Rights: Civic and Political Institutions	1-2 3-4	10 ● Integrated into appropriate lessons
Civics, Government and Human Rights: Participation and Deliberation	1-2 3-4	10 ● Integrated into appropriate lessons
Civics, Government, and Human Rights: Democratic Principles	1-4	● Integrated into appropriate lessons
Civics, Government, and Human Rights: Processes, Rules and Law	1-4	● Integrated into appropriate lessons
Civics, Government, and Human Rights: Human and Civil Rights	1-4	● Integrated into appropriate lessons
Economics, Innovation and Technology: Economic Ways of Thinking	1-2 3-4	10 ● Integrated into appropriate lessons ● MAC

Grade: 6

Standard: 6.2.8	**Content Topic:** Era 1: The Beginnings of Human Society

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6	6.2.8.GeoPP.1.a	Relationships between humans and environments impact spatial patterns of settlement and movement	Compare and contrast the social organization, natural resources, and land use of early hunters / gatherers and those who lived in early agrarian societies	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/2 - Early Hominins Interactive Notebook Newsela articles 1/3 - From Hunter Gatherers to Farmers Interactive Notebook Newsela articles
6	6.2.8.GeoPP.1.b	Relationships between humans and environments impact spatial patterns of settlement and movement	Use maps to examine the impact of the various migratory patterns of hunters / gatherers that moved from Africa to Eurasia, Australia, and the Americas	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/1 - Investigating the Past Interactive Notebook Edpuzzle "When Did it Happen/What Century Is It?" WS https://www.amnh.org/explore/ology/archaeology/what-do-you-know-about-archaeology2 https://pbskids.org/oddsquad/games/artifact-adventure https://www.cbc.ca/kids/games/play/mysterious-artifacts 1/2 - Early Hominins Interactive Notebook Newsela 1/3 - From Hunter Gatherers to Farmers Interactive Notebook Newsela articles
6	6.2.8.HistoryCC.1.a	Historical events and developments are shaped by social,	Describe the influence of the agricultural revolution on	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/

		political, cultural, technological and economic factors	population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming)	1/3 - From Hunter Gatherers to Farmers Interactive Notebook Newsela articles 1/4 - Rise of Sumerian City States Interactive Notebook Newsela 2/7 - Geography and the Early Settlement of Egypt, Kush and Canaan Interactive Notebook 3/13 - Geography and the Early Settlement of India Interactive Notebook Edpuzzle Google Earth - Rivers of India https://earth.google.com/web/@22.226254,77.568649,590.245849a,5151817.15d,35y,0h,0t,0r/data=CisSKRIgZDdhZGE3OWMxYTM4MTFlNzgwODMwM2Y1NDdlZTE2YTYiBWlscF8w Newsela
6	6.2.8.HistoryCC.1.b	Historical events and developments are shaped by social, political, cultural, technological and economic factors	Determine the impact of technological advancements on hunter / gatherer and agrarian societies	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/3 - From Hunter Gatherers to Farmers Interactive Notebook Newsela
6	6.2.8.HistoryCC.1.c	Historical events and developments are shaped by social, political, cultural, technological and economic factors	Describe how the development of both written and unwritten languages impacted human understanding, development of culture and social structure.	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/1 - Investigating the Past Interactive Notebook Edpuzzle "When Did it Happen/What Century Is It?" WS https://www.amnh.org/explore/ology/archaeology/what-do-you-know-about-archaeology2 https://pbskids.org/oddsquad/games/artifact-adventure https://www.cbc.ca/kids/games/play/mysterious-artifacts 1/2 - Early Hominins Interactive Notebook Newsela 1/3 - From Hunter Gatherers to Farmers Interactive Notebook

				Newsela 1/5 - Ancient Sumer Interactive Notebook Newsela
6	6.2.8.HistoryCC.1.d	Chronological sequencing helps us track events over time as well as events that took place at the same time	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/1 - Investigating the Past Interactive Notebook Edpuzzle "When Did it Happen/What Century Is It?" WS https://www.amnh.org/explore/ology/archaeology/what-do-you-know-about-archaeology2 https://pbskids.org/oddsquad/games/artifact-adventure https://www.cbc.ca/kids/games/play/mysterious-artifacts 1/3 - From Hunter Gatherers to Farmers Interactive Notebook Newsela
6	6.2.8.HistorySE.1.a	Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/1 - Investigating the Past Interactive Notebook Edpuzzle "When Did it Happen/What Century Is It?" WS https://www.amnh.org/explore/ology/archaeology/what-do-you-know-about-archaeology2 https://pbskids.org/oddsquad/games/artifact-adventure https://www.cbc.ca/kids/games/play/mysterious-artifacts 3/14 - Unlocking the Secrets of Mohenjodaro Interactive Notebook Newsela

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Interactive Notebook	Unit tests	TCI text (unit/lesson) Newsela articles

Workbooks/worksheets Class discussion Notebook checks Lesson Quizzes		Primary Sources Quizlet IXL edpuzzle https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
IXL Quizlet on-line text resources Newsela edpuzzle Ducksters Google Earth	DBQ/constructed response questions: 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.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.2.8	**Content Topic:** Era 2: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000-1000 BCE)

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6	6.2.8.CivicsP1.2.a	Political and civil institutions impact all aspects of people's lives	Explain how / why different early river valley civilizations developed similar forms of government and legal structures	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/4- The Rise of Sumerian City-States Interactive Notebook Newsela 1/5- Ancient Sumer Interactive Notebook Newsela 1/6- Exploring Four Empires of Mesopotamia Interactive Notebook http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm Newsela Edpuzzle Readworks 2/7 - Geography and the Early Settlement of Egypt, Kush, and Canaan Interactive Notebook Newsela 2/8 - The Ancient Egyptian Pharaohs Interactive Notebook Newsela 2/9- Daily Life in Ancient Egypt Interactive Notebook Newsela 2/10 - The Kingdom of Kush Interactive Notebook Newsela 3/14 - Unlocking the Secrets of

				Mohenjodaro Interactive Notebook Newsela 4/20- The Shang Dynasty Interactive Notebook Newsela
6	6.2.8.CivicsHR.2.a	Human rights can be protected or abused in various societies	Determine the role of slavery in the economic and social structures of early river valley civilizations	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/5- Ancient Sumer Interactive Notebook Newsela 1/6- Exploring Four Empires of Mesopotamia Interactive Notebook Newsela Edpuzzle Readworks http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm 2/9 - Daily Life in Ancient Egypt Interactive Notebook Newsela 2/11 - The Origins of Judaism Interactive Notebook Newsela 4/20- The Shang Dynasty Interactive Notebook Newsela
6	6.2.8.GeoSV.2.a	Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments, and spatial patterns across Earth's surface	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan / India; Ancient China and Modern China)	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/4- The Rise of Sumerian City-States Interactive Notebook Newsela 1/5- Ancient Sumer Interactive Notebook Newsela 1/6- Exploring Four Empires of Mesopotamia Interactive Notebook Newsela Edpuzzle Readworks http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm 2/7 - Geography and the Early

				Settlement of Egypt, Kush, and Canaan Interactive Notebook Newsela 2/8 - The Ancient Egyptian Pharaohs Interactive Notebook Newsela 2/9 - Daily Life in Ancient Egypt Interactive Notebook Newsela 2/10 - The Kingdom of Kush Interactive Notebook Newsela 3/13 - Geography and the Early Settlement of India Interactive Notebook Newsela Google Earth - Rivers of India https://earth.google.com/web/@22.226254,77.568649,590.245849a,5151817.15d,35y,0h,0t,0r/data=CisSKRIgZDdhZGE3OWMxYTM4MTFlNzgwODMwM2Y1NDdlZTE2YTYiBWlscF8w 3/14 - Unlocking the Secrets of Mohenjodaro Interactive Notebook Newsela 4/19- Geography and the Early Settlement of China Interactive Notebook Newsela
6	6.2.8.GeoHE.2.a	The physical and human characteristics of places and regions are connected to human identities and cultures	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/4- The Rise of Sumerian City-States Interactive Notebook Newsela 1/5- Ancient Sumer Interactive Notebook Newsela 1//6- Exploring Four Empires of Mesopotamia http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm Interactive Notebook Newsela Edpuzzle Readworks 2/7 - Geography and the Early

				Settlement of Egypt, Kush, and Canaan Interactive Notebook Newsela 2/8 - The Ancient Egyptian Pharaohs Interactive Notebook Newsela 2/9 - Daily Life in Ancient Egypt Interactive Notebook Newsela 2/10 - The Kingdom of Kush Newsela - The Black Pharaohs 3/13 - Geography and the Early Settlement of India Edpuzzle Interactive Notebook Newsela Google Earth - Rivers of India https://earth.google.com/web/@22.226254,77.568649,590.245849a,5151817.15d,35y,0h,0t,0r/data=CisSKRIgZDdhZGE3OWMxYTM4MTFlNzgwODMwM2Y1NDdlZTE2YTYiBWlscF8w 3/14 - Unlocking the Secrets of Mohenjodaro Interactive Notebook Newsela 4/19- Geography and the Early Settlement of China Interactive Notebook Newsela
6	6.2.8.GeoGE.2.a	Economic interdependence is impacted by increased specialization and trade	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/4- The Rise of Sumerian City-States Interactive Notebook Newsela 1/5- Ancient Sumer Interactive Notebook Newsela 1//6- Exploring Four Empires of Mesopotamia http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm Interactive Notebook Newsela Edpuzzle Readworks 2/9 - Daily Life in Ancient Egypt Interactive Notebook Newsela

				2/10 - The Kingdom of Kush Interactive Notebook Newsela 3/14 - Unlocking the Secrets of Mohenjodaro Interactive Notebook Newsela 4/20- The Shang Dynasty Interactive Notebook Newsela
6	6.2.8.HistoryCC.2.a	Chronological sequencing helps us track events over time as well as events that took place at the same time	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time	Quizlet IXL https://www.ushistory.org/civ/index.asp //www.ducksters.com/history/ 1/4- The Rise of Sumerian City-States Interactive Notebook Newsela 1/5- Ancient Sumer Interactive Notebook Newsela 1//6- Exploring Four Empires of Mesopotamia http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm Interactive Notebook Newsela Readworks Edpuzzle 2/8 - Ancient Egyptian Pharaohs Interactive Notebook Newsela 2/9 - Daily Life in Ancient Egypt Interactive Notebook Newsela 2/10 - The Kingdom of Kush Interactive Notebook Newsela 3/14 - Unlocking the Secrets of Mohenjodaro Interactive Notebook Newsela 4/20- The Shang Dynasty Interactive Notebook Newsela
6	6.2.8.HistoryCC.2.b	Historical events and developments are shaped by social, political, cultural, technological, and economic factors	Analyze the impact of religion on daily life, government, and culture in early river valley civilizations	Quizlet IXL https://www.ushistory.org/civ/index.asp https://youtu.be/u7JsfwAcCo0 https://youtu.be/picJ7U9YNz0 https://www.ducksters.com/history/ 1/4- The Rise of Sumerian City-States Interactive Notebook

				Newsela 1/5- Ancient Sumer Interactive Notebook Newsela 1/6- Exploring Four Empires of Mesopotamia http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm Interactive Notebook Newsela Edpuzzle Readworks 2/8 - The Ancient Egyptian Pharaohs Interactive Notebook Newsela 2/9 - Daily Life in Ancient Egypt Interactive Notebook Newsela 2/10 - The Kingdom of Kush Interactive Notebook Newsela 2/11 - The Origins of Judaism Interactive Notebook Newsela 2/12 - Learning About World Religions: Judaism Interactive Notebook Newsela 3/15- Learning About World Religions: Hinduism Interactive Notebook Newsela Edpuzzle 4/20- The Shang Dynasty Interactive Notebook Newsela
6	6.2.8.HistoryCC.2.c	Historical events and developments are shaped by social, political, cultural, technological, and economic factors	Explain how the development of written language transformed all aspects of life in early river valley civilizations	Quizlet IXL https://www.ushistory.org/civ/index.asp https://youtu.be/u7JsfwAcCo0 https://youtu.be/picJ7U9YNz0 https://www.ducksters.com/history/ 1/4- The Rise of Sumerian City-States Interactive Notebook Newsela 1/5- Ancient Sumer Interactive Notebook Newsela 2/9 - Daily Life in Ancient Egypt Interactive Notebook Newsela

				2/10 - The Kingdom of Kush Interactive Notebook Newsela 3/15- Learning About World Religions: Hinduism Interactive Notebook Newsela Edpuzzle 4/20- The Shang Dynasty Interactive Notebook Newsela
6	6.2.8.HistoryCA.2.a	Historians develop arguments using evidence from multiple relevant historical sources	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	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/4- The Rise of Sumerian City-States Interactive Notebook Newsela 1/6- Exploring Four Empires of Mesopotamia http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm Interactive Notebook Newsela Edpuzzle Readworks 2/8 - The Ancient Egyptian Pharaohs Interactive Notebook Newsela 2/9 - Daily Life in Ancient Egypt Interactive Notebook Newsela 2/10 - The Kingdom of Kush Interactive Notebook Newsela 3/14 - Unlocking the Secrets of Mohenjodaro Interactive Notebook Newsela 4/20- The Shang Dynasty Interactive Notebook Newsela

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at

		each grade level)
DBQ/constructed response questions Interactive Notebook Workbooks/worksheets Class discussion Notebook checks Lesson Quizzes	Unit tests	TCI text (unit/lesson) Newsela articles Primary Sources iCivics lessons and games Quizlet IXL edpuzzle https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
IXL Quizlet on-line text resources Newsela edpuzzle Ducksters US History.org	DBQ/constructed response questions: 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.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career 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.

Standard: 6.2.8	**Content Topic:** Era 3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6	6.2.8.CivicsPI.3.a	Governments have different structures which impact development (expansion) and civic participation	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	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 3/18- The Achievements of the Gupta Empire Interactive Notebook Newsela 4/19- Geography and the Early Settlement of China Interactive Notebook Newsela 4/23 - The Han Dynasty Interactive Notebook Newsela 5/28 - Fighting the Greco-Persian Wars Interactive Notebook Newsela 6/33- The Rise of the Roman Republic Interactive Notebook Newsela 6/34- From Republic to Empire Interactive Notebook Newsela

				6/35- Daily Life in the Roman Empire Interactive Notebook Newsela 6/38- The Legacy of Rome in the Modern World WS - Roman Numerals Interactive Notebook Newsela
6	6.2.8.CivicsDP.3.a	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Isrelite Jewish Law).	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 1/6- Exploring Four Empires of Mesopotamia http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm Interactive Notebook Newsela Readworks 2/11 - The Origins of Judaism Interactive Notebook Newsela 2/12 - Learning About World Religions: Judaism Interactive Notebook Newsela 3/17- The First Unification of India Interactive Notebook Newsela Edpuzzle 5/26- The Rise of Democracy Interactive Notebook Newsela 5/27- Life in Two City-States:Athens and Sparta Interactive Notebook Newsela 5/29- The Golden Age of Athens Interactive Notebook Newsela 5/30- Alexander the Great and His Empire Interactive Notebook Newsela

				5/31- The Legacy of Ancient Greece Interactive Notebook Newsela 6/33- The Rise of the Roman Republic Interactive Notebook Newsela 6/34- From Republic to Empire Interactive Notebook Newsela 6/35- Daily Life in the Roman Empire Interactive Notebook Newsela 6/38- The Legacy of Rome in the Modern World WS - Roman Numerals Interactive Notebook Newsela
6	6.2.8.CivicsDP.3.b	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 5/26- The Rise of Democracy Interactive Notebook Newsela 5/29- The Golden Age of Athens Interactive Notebook Newsela 5/30- Alexander the Great and His Empire Interactive Notebook Newsela 5/31- The Legacy of Ancient Greece Interactive Notebook Newsela 6/33- The Rise of the Roman Republic Interactive Notebook Newsela 6/34- From Republic to Empire Interactive Notebook Newsela 6/35- Daily Life in the Roman Empire

				Interactive Notebook Newsela 6/38- The Legacy of Rome in the Modern World WS - Roman Numerals Interactive Notebook Newsela
6	6.2.8.CivicsHR.3.a	Governments have protected and abused human rights (to varying degree)s at different times throughout history	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 3/15- Learning About World Religions: Hinduism Interactive Notebook Newsela Edpuzzle 4/22- The First Emperor of China Interactive Notebook Newsela 4/23- The Han Dynasty Interactive Notebook Newsela 5/26- The Rise of Democracy Interactive Notebook Newsela 5/ 27- Life in Two City-States:Athens and Sparta Interactive Notebook Newsela 5/29- The Golden Age of AthensInteractive Notebook Newsela 5/30- Alexander the Great and His Empire Interactive Notebook Newsela 5/31- The Legacy of Ancient Greece Interactive Notebook Newsela 6/33- The Rise of the Roman Republic Interactive Notebook Newsela 6/34- From Republic to Empire Interactive Notebook

				Newsela 6/35- Daily Life in the Roman Empire Interactive Notebook Newsela 6/38- The Legacy of Rome in the Modern World WS - Roman Numerals Interactive Notebook Newsela
6	6.2.8.GeoPP.3.a	Relationships between humans and environments impact spatial patterns of settlement and movement	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 3/13- Geography and the Early Settlement of IndiaInteractive Notebook Newsela 3/17- The First Unification of India Interactive Notebook Newsela Edpuzzle 3/18- The Achievements of the Gupta Empire Interactive Notebook Newsela 4/19- Geography and the Early Settlement of China Interactive Notebook Newsela 4/20- The Shang Dynasty Interactive Notebook Newsela 4/22- The First Emperor of China Interactive Notebook Newsela 5/25- Geography and the Settlement of Greece Interactive Notebook Newsela 5/26- The Rise of Democracy Interactive Notebook Newsela 5/27- Life in Two City-States:Athens and Sparta

				Interactive Notebook Newsela 5/31- The Legacy of Ancient Greece Interactive Notebook Newsela 6/32- Geography and the Early Development of Rome Interactive Notebook Newsela 6/34- From Republic to Empire Interactive Notebook Newsela 6/35- Daily Life in the Roman Empire Interactive Notebook Newsela
6	6.2.8.GeoPP.3.b	Relationships between humans and environments impact spatial patterns of settlement and movement	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 3/17- The First Unification of India Interactive Notebook Newsela Edpuzzle 5/25- Geography and the Settlement of Greece Interactive Notebook Newsela 5/26- The Rise of Democracy Interactive Notebook Newsela 5/27- Life in Two City-States:Athens and Sparta Interactive Notebook Newsela 5/31- The Legacy of Ancient Greece Interactive Notebook Newsela
6	6.2.EconEM.3.a	People voluntarily exchange goods and services when all parties	Analyze the impact of expanding land and sea trade routes as well as a	Quizlet IXL https://www.ushistory.org/civ/index.asp

		expect to gain as a result of the trade	uniform system of exchange in the Mediterranean World and Asia	https://www.ducksters.com/history/ 3/18- The Achievements of the Gupta Empire Interactive Notebook Newsela 4/19- Geography and the Early Settlement of China Interactive Notebook Newsela 4/20- The Shang Dynasty Interactive Notebook Newsela 4/22- The First Emperor of China Interactive Notebook Newsela 4/23- The Han Dynasty Ducksters Interactive Notebook Newsela 4/24- The Silk Road Interactive Notebook Newsela Edpuzzle East Asia National Resource Center - Lesson Plan: Silk Road and Globalization 5/25- Geography and the Settlement of Greece Interactive Notebook Newsela 6/34- From Republic to Empire Interactive Notebook Newsela 6/35- Daily Life in the Roman Empire Interactive Notebook Newsela
6	6.2.8.EconGE.3.a	Economic interdependence is impacted by increased specialization and trade	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	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 3/18- The Achievements of the Gupta Empire Newsela - The Gupta Period of India

				Interactive Notebook Newsela 4/23- The Han Dynasty Interactive Notebook Newsela 5/31- The Legacy of Ancient Greece Interactive Notebook Newsela 6/35- Daily Life in the Roman Empire Interactive Notebook Newsela 6/38- The Legacy of Rome in the Modern World WS - Roman Numerals Interactive Notebook Newsela
6	6.2.8.HistoryCC.3.a	Historical events and developments are shaped by social, political, cultural, technological, and economic factors	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 4/23- The Han Dynasty Interactive Notebook Newsela 5/27- Life in Two City-States:Athens and Sparta Interactive Notebook Newsela 5/29- The Golden Age of Athens Interactive Notebook Newsela 5/30- Alexander the Great and His Empire Interactive Notebook Newsela 5/31- The Legacy of Ancient Greece Interactive Notebook Newsela 6/32- Geography and the Early Development of Rome Interactive Notebook Newsela 6/34- From Republic to Empire

				Interactive Notebook Newsela 6/35- Daily Life in the Roman Empire Interactive Notebook Newsela 6/36- The Origins and Spread of Christianity Interactive Notebook Newsela 6/38- The Legacy of Rome in the Modern World WS - Roman Numerals Interactive Notebook Newsela
6	6.2.8.HistoryUP.3.a	An individual's perspective is impacted by their background and experiences	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality	Quizlet https://www.ducksters.com/history/ IXL https://www.ushistory.org/civ/index.asp 3/15- Learning About World Religions: Hinduism Interactive Notebook Newsela Edpuzzle 4/23- The Han Dynasty Ducksters Interactive Notebook Newsela 6/35- Daily Life in the Roman Empire Interactive Notebook Newsela
6	6.2.8.HistoryUP.3.b	Perspectives change over time	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social)	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 5/27- Life in Two City-States:Athens and Sparta Interactive Notebook Newsela
6	6.2.8.HistoryUP.3.c	Historical contexts and events shaped and continue to shape	Compare and contrast the tenets of various world religions that developed in	Quizlet IXL https://www.ushistory.org/civ/ind

		people's perspectives	or around this time period (i.e., Buddhism, Christianity, Confuciansim, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization	ex.asp https://www.ducksters.com/history/ 2/11 - The Origins of Judaism Interactive Notebook Newsela 2/12 - Learning About World Religions: Judaism Interactive Notebook Newsela 3/15- Learning About World Religions: Hinduism Interactive Notebook Newsela Edpuzzle 3/16- Learning About World Religions: Buddhism Interactive Notebook Newsela Edpuzzle 4/21- Three Chinese Philosophies Interactive Notebook Newsela 6/37- Learning About World Religions: Christianity Interactive Notebook
6	6.2.8.HistoryCA.3.a	Historians analyze claims within sources for perspectives and validity	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India and China over time	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 3/18- The Achievements of the Gupta Empire Interactive Notebook Newsela 4/20- The Shang Dynasty Interactive Notebook Newsela 4/22- The First Emperor of China Interactive Notebook Newsela. 4/23- The Han Dynasty Interactive Notebook Newsela 5/29- The Golden Age of Athens Interactive Notebook Newsela

				5/31- The Legacy of Ancient Greece Interactive Notebook Newsela 6/38- The Legacy of Rome in the Modern World WS - Roman Numerals Interactive Notebook Newsela
6	6.2.8.HistoryCA.3.b	Historians analyze claims within sources for perspectives and validity	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India and Han China	Quizlet IXL https://www.ushistory.org/civ/index.asp https://www.ducksters.com/history/ 3/18- The Achievements of the Gupta Empire Interactive Notebook Newsela 4/22- The First Emperor of China Interactive Notebook Newsela 4/23 - The Han Dynasty Interactive Notebook Newsela 6/34- From Republic to Empire Interactive Notebook Newsela

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Interactive Notebook Workbooks/worksheets Class discussion Notebook checks Lesson Quizzes	Unit tests	TCI text (unit/lesson) Newsela articles Primary Sources iCivics lessons and games Quizlet IXL edpuzzle https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
IXL Quizlet on-line text resources Newsela	DBQ/constructed response questions: 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.

edpuzzle Ducksters US History.org	

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.3.8.CivicsPI.1	**Content Topic:** Civics, Government and Human Rights: Civic and Political Institutions

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6-8	6.3.8.CivicsPI.1	Political and civil institutions impact all aspects of people's lives	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve	Mock Election iCivics
6-8	6.3.8.CivicsPI.2	Governments have different structures which impact development (expansion) and civic participation	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship)	Mock Election iCivics
6-8	6.3.8.CivicsPI.3	Governments have different structures which impact development (expansion) and civic participation	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue	Mock Election iCivics
6-8	6.3.8.CivicsPI.4	Governments have different structures which impact development (expansion) and civic participation	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at

		each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	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. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES:	Career Ready Practices describe the career-ready skills that all educators in all content

Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Democratic Principles

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6-8	6.3.8.CivicsDP.1	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	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. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Processes, Rules and Law

Grade	Strand	Disciplinary Core	Performance	Practices / Skills &

		Ideas / Essential Statement / Objective	Expectation	Lesson
6-8	6.3.8.CivicsPRL.1	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies work, which requires an understanding of political systems and defining and addressing public	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	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. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as

	inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Participation and Deliberation

Grade	Strand	Disciplinary Core	Performance	Practices / Skills &

		Ideas / Essential Statement / Objective	Expectation	Lesson
6-8	6.3.8.CivicsPD.1	Civic participation and deliberation are the responsibility of every member of society	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion	Mock Election iCivics
6-8	6.3.8.CivicsPD.2	Civic participation and deliberation are the responsibility of every member of society	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level	Mock Election iCivics
6-8	6.3.8.CivicsPD.3	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take actions on public issues	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	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. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

	ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Human and Civil Rights

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.8.CivicsHR.1	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social and economic, and cultural rights	Construct an argument as to the source of human rights and how they are best protected	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	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. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides	-Pre-teach -Non-linguistic cues -Sentence frames	Use of educational websites http://www.adifferentplace.org/index.html

-modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Visual aids -Manipulatives -Graphic organizers	This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Standard: 6.3.8	**Content Topic:** Economics, Innovation and Technology, Economic Ways of Thinking

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.8.EconET.1	Economic decisions involves setting goals, weighting costs and benefits, and identifying the resources available to achieve those goals	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation)	Mock Election iCivics
6.3.8.EconET.2	Economic decisions involves setting goals, weighting costs and benefits, and identifying the resources available to achieve those goals	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes)	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Moc	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	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. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Content Topic: Amistad

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
The history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people	Humans & Geography Prejudice Reduction Social Construction of Race Geography stations/Cultures Around the World The Middle Passage through the lens of Geography Globalization Indigenous History and Culture Ancient River Valley Civilizations Black Kingdoms of the Nile (Kingdom of Kush) Egyptian Pharaohs African Kingdoms Mansa Musa and the Mali Empire African Kingdoms & the Wonders of the Ancient World Renaissance and Reformation Religion in Ethiopia and Subsaharan Africa Spread of Muslim Empires in North Africa/Europe

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Comprehension Graphic Organizer Readworks Assessment	Pre and post test	https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en https://njsbf.org/school-based-programs/violence-preventionanti-bias-trainings/breaking-bias-lessons-from-the-amistad/ http://www.njamistadcurriculum.net/history/unit/social-studies-skills/lesson_plan/4211/289 http://www.njamistadcurriculum.net/history/unit/social-studies-skills/content/3465/7077 http://www.njamistadcurriculum.net/history/unit/social-studies-skills/content/3468/7072

		https://americanindian.si.edu/static/exhibitions/infinityofnations/introduction.html

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
http://www.twpunionschools.org/documents/Curricula/K-12%20Amistad%20Curriculum%20Resources.pdf	ELA Art

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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	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.

Content Topic: Holocaust

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
People are different, and those differences make us special Students should be able to: 1. Demonstrate an understanding of the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc. 2. Demonstrate an understanding that each one of us is unique and special. 3. Compare and contrast self to others. 4. Demonstrate that s/he recognizes and can list differences in people. 5. Explain how each difference in people potentially enriches all people. 6. Demonstrate that s/he recognizes the things all of us share in common. 7. Demonstrate an understanding of the concepts of respect, trust, and caring. 8. Apply concepts of respect, trust, and caring to self and others. 9. Demonstrate an understanding of how words can hurts us or can make us feel good. 10. Demonstrate an understanding that your words and your behavior affect you and others. 11. Demonstrate an understanding of why we have rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhood. 12. Demonstrate an understanding that sometimes a rule is not a good rule and that there are ways that we can work together to change it. 13. Explain what a bully is and how a bully acts. 14. Explain what a friend is and how a friend acts.	https://www.nj.gov/education/holocaust/curriculumn/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Comprehension Questions	Prior Knowledge Assessment Post Test	The Sugihara Story Holocaust Hero:A Tree for Sugihara. Story of the heroism and courage of Chiune Sugihara, Japanese diplomat who saved thousands of Jews. 30 Min. 6th grade and up • The Other Side of Faith. Important issues are

		discussed. For example, is it right to disobey an unjust law? What does a war hero look like? 27 min. 6th grade and up. Both videos available from Social Studies School Service • • The Visas That Saved Life. Tells the story of the heroism that Chiune Sugihara displayed while saving Jews from death. 115 min. color. http://www.jewishstore.com/cgi-bin/videosearch.exe? ISBN=156082144

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
www.eduplace.com EdPuzzle Learn 360 Youtube Educational Videos TedEd	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	study. 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.

Content Topic: Diversity and Inclusion / LGBTQ

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.	Newsela Articles: ● World Leaders: Hatshepsut ● The Egyptian Roots of Feminism ● The History of the Caste System THE HOLOCAUST AND GENOCIDE: New Jersey Commission on Holocaust Education TCI Text Newsela Articles ● How 700 years of Muslim rule in Spain came to an end ● The Crusades: Consequences and effects ● The Crusades: War in the Holy Land ● How racism was first officially started in 15th-century Spain

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)

Reading Comprehension Graphic Organizer	Discussion on Differences What did you learn post quiz	Newsela Articles: ● World Leaders: Hatshepsut ● The Egyptian Roots of Feminism ● The History of the Caste System TCI Text Newsela Articles ● How 700 years of Muslim rule in Spain came to an end ● The Crusades: Consequences and effects ● The Crusades: War in the Holy Land ● How racism was first officially started in 15th-century Spain

Technology	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
Newsela Articles: ● World Leaders: Hatshepsut ● The Egyptian Roots of Feminism ● The History of the Caste System TCI Text Newsela Articles ● How 700 years of Muslim rule in Spain came to an end ● The Crusades: Consequences and effects ● The Crusades: War in the Holy Land ● How racism was first officially started in 15th-century Spain	ELA

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
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