Bedminster Township School
Subject Area: Social Studies
Grade Level: 6

Unit name/Theme: Introduction to Social Studies Textbook: *Harcourt Social Studies - World History*	**Dates unit will be taught:** September	**Time Frame:** 3 weeks

Content:

- Ancient civilizations were only established in geographically favorable areas (fertile soil, ready water supply, natural barriers for protection.)
- Ancient river civilizations were characterized by settled agriculture, city-states, trade in products and ideas, a developed culture, a system of government with written laws, specialized labor, social hierarchies, and a religious system.
- A civilization's success is historically based on: strong leadership, strong economy, a common culture, and favorable geographic conditions (climate, natural resources, protective natural boundaries, etc.)
- Weak leadership, in general, allowing for invasion by outside forces or internal strife, historically has caused failure in many civilizations.
- Interactions among cultures result in change and conflict.
- Ancient civilizations have contributed greatly in the continuing development of modern society.1. Students will learn how to set up and use their interactive notebook. Supplementary Material Example: Core Civilizations
- Students learn how to use the parts of a textbook (index, glossary, etc.)
- Archaeologist's techniques for understanding what happened in the past are analyzed.
- We analyze the difference between primary and secondary sources.
- Explain what diversity means—variety in culture, ethnicity, language, religion, and experiences.

Essential Questions:

- Why did Ancient civilizations settle where they did? (Do people always move for the same reasons?)
- What makes a society civilized? Is the same definition applicable today?
- Why do civilizations rise and fall?
- Do civilizations benefit when cultures interact?
- What has been the lasting impact of the Ancient Civilizations on current society?
- How is culture influenced by where a civilization is located, its geography, and its natural resources?

Core Instructional Materials: *Harcourt Social Studies - World History*

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, IXL

Property of Bedminster Township School District

Assessments:

Pre-Assessment:

- K-W-L Chart:
  - Ask students to complete a K-W-L (Know-Want to Know-Learned) chart. In the "Know" column, they list what they already know about social studies. In the "Want to Know" column, they write down questions or topics they are curious about. After the unit, they revisit the chart and fill in the "Learned" column.

Formative Assessment:

- Class Discussions:
  - Engage students in regular class discussions to gauge their understanding of key concepts and events.
  - Encourage students to ask questions, share insights, and respond to their peers.
- Exit Tickets:
  - Use exit tickets at the end of each class to collect brief responses from students about the day's lesson.
  - Ask them to summarize key points or pose questions they still have.

Self-Reflection/Self-Assessment:

- Learning Logs:
  - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.

Summative Assessment:

- Research Project:
  - Assign a research project where students investigate a specific historical event, person, or cultural aspect discussed in the unit. They present their findings in a well-organized report or presentation.
  - Assess research skills, information synthesis, and the ability to communicate knowledge effectively.
- Essay Exam:
  - Provide essay questions that require students to analyze and synthesize information from the unit. Questions could cover key concepts, historical events, and their significance.
    Evaluate critical thinking skills, understanding of content, and the ability to articulate ideas in a written format.

Alternative Assessment:

- Creative Artifacts:
  - Allow students to express their understanding through creative artifacts such as drawings, paintings, sculptures, or digital media. They should represent a key concept or theme from the unit.
  - Assess creativity, interpretation, and the ability to convey information through different mediums.
- Interactive Timeline:
  - Instead of a traditional timeline, have students create an interactive timeline using online tools. This could include clickable elements, multimedia, and additional information about each event or era.
  - Evaluate technology skills, research, and the ability to present information in an engaging format.

Benchmarks:

- Mid-Unit Checkpoint:

Property of Bedminster Township School District

- Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
- Use this information to make any necessary adjustments to your teaching approach.

- Skills Development Checkpoint:
  - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
  - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- Compare and contrast two early civilizations (e.g., Mesopotamia and Ancient Egypt). Focus on aspects like geography, social structure, government, and cultural achievements. Students can create Venn diagrams or charts to organize their findings.
- Study early cave paintings and use them as inspiration for creative writing. Students can imagine narratives based on the scenes depicted, speculating on the lives and beliefs of early humans.
- Analyze primary sources such as ancient texts, inscriptions, or legal codes (e.g., Hammurabi's Code). Discuss what these sources reveal about the values and governance of early civilizations.

Unit: Introduction to Social Studies

Lesson 1: What is Prehistory?	Lesson 2: Early Human Species	Lesson 3: Life of Early Hunter-Gatherers	Lesson 4: Introduction to Cave Paintings	Lesson 5: Creating Cave Paintings
Objective: Define prehistory and understand why the study of early humans is important. Activities: Class discussion: Why do historians study prehistory? What can artifacts and fossils tell us about early humans? Introduce key terms: archaeology, artifact, fossil, hunter-gatherer.	Objective: Identify different early human species and their characteristics. Activities: Visual timeline activity: Create a timeline of early human species (ex: Australopithecus, Homo habilis, Homo erectus) with key features and adaptations. Research project: Assign students a specific early human species to research and present to the class.	Objective: Explore the daily life, tools, and survival strategies of early hunter-gatherer societies. Activities: Role-playing activity: Students act out a typical day in the life of a hunter-gatherer, demonstrating activities like hunting, gathering, and making tools. Create a visual chart or infographic illustrating tools used by early humans and their purposes.	Objective: Introduce cave paintings as a form of early human artistic expression. Activities: Discuss the discovery of cave paintings (ex: Lascaux, Altamira) and their significance. Analyze photographs or replicas of cave paintings, noting techniques, subject matter, and possible meanings.	Objective: Experience creating art like early humans and understand the process of cave painting. Activities: Art workshop: Provide materials (e.g., paper, natural pigments, brushes) for students to create their own cave paintings inspired by prehistoric art. Discuss challenges and techniques used by early humans (ex: mixing pigments, using natural shapes in the cave).

Property of Bedminster Township School District

Lesson 6: Interpretation and Meaning of Cave Paintings	Lesson 7: Early Human Societies	Lesson 8: Review and Assessment	Lesson 9: Culminating Activity	
the class. Objective: Analyze and interpret the meaning and purpose of cave paintings. Activities: Group discussion: What do cave paintings reveal about early humans' lives, beliefs, and environment? Research project: Investigate theories about the meanings behind specific cave paintings and present findings to the class	Objective: Explore early human societies and their social structures. Activities: Simulation activity: Students simulate a gathering of early hunter-gatherers, discussing roles, leadership, and decision-making processes. Research project: Investigate how early humans adapted to different environments (ex: ice age, savanna) and present findings.	Objective: Review key concepts, achievements, and learnings from the unit. Activities: Kahoot quiz or review game covering early humans, cave paintings, and social structures. Reflection essay: Write about the most interesting aspect learned during the unit and its relevance to understanding early human history.	Objective: Present projects and reflect on the unit's themes and learnings. Activities: Gallery walk: Students display their cave paintings and research projects, explaining their interpretations and findings to classmates. Reflection discussion: Discuss how studying early humans and cave paintings contributes to understanding human history and cultural development.	

Accommodations/Modifications:

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)

504s: additional time; preferential seating; other modifications as per the individual plan

<u>ELLs:</u> google translate (an needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students

G&T: Pursuit of independent self guided projects as a supplement to curriculum

Property of Bedminster Township School District

New Jersey Student Learning Standards:

NJSLS: Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

NJSLA Social Studies

- 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records
- 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming). • 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Property of Bedminster Township School District

- • 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

21st Century Life and Career Skills:
9.1 Personal Financial Literacy Standard
9.1.8.B.3 Justify the concept of "paying yourself first" as a financial savings strategy.
9.2 Career Awareness
9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

- Students will begin to understand the different careers associated with studying and exploring Ancient Civilizations.

9.4 Life Literacies and Key Skills
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Technology:
• 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

Global Climate Change:
MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

- Observed and future impacts from climate change threaten indigenous communities' access to traditional foods such as fish, game, and wild and cultivated crops

Property of Bloomfield Township School District

- Resources have provided sustenance as well as cultural, economic, medicinal, and community health for generations
  - Climate.gov, NASA Climate Kids, NOAA Climate Education

LGBTQ+ and Disabilities Law:
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:
See options for SEL integration here: **LINK**
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies Grade Level: 6		
Unit name / Theme: Mesopotamia	**Dates when unit will be taught:** October/November	**Time Frame:** 5 weeks

Content:
- Mesopotamian civilization: Tigris and Euphrates River Valleys (Southwest Asia)
- Plentiful natural resources (fresh water, fertile soils)
- Surrounding physical features offered protection
- Nile Valley and Fertile Crescent (Tigris and Euphrates Rivers) in close proximity facilitating interaction
- Settled agriculture (a regular food supply)
- Development of city-states
- Trade in products and ideas
- A system of government with written laws (Hammurabi's Code) (LGBTQ+ & Disabilities Law integration through analysis of written laws)
- A developed culture (cuneiform writing, art – carvings, architecture – arch, music – first instruments, literature, science – wheel, sail, math based on 60)
- Specialization of labor
- Different social levels (LGBTQ+ & Disabilities Law integration through analysis of social levels)
- Religious system (LGBTQ+ & Disabilities Law integration through analysis of religious guidelines)
- Development of economic patterns
- Metal tools and weapons (bronze, iron)
- Increasing agricultural surplus (better tools, plows, irrigation)

Property of Bedminster Township School District

- Increasing trade along rivers
- Development of the world's first cities (Uruk)
- Specialization of labor
- Development of social patterns with strong leaders and system of government (LGBTQ+ & Disabilities Law integration through analysis of systems of government)
- World's first states/city-states (kingdoms/empires develop) Example Supplementary Material: Ancient Civilizations
- Centralized government (often based on religious authority) (LGBTQ+ & Disabilities Law integration through analysis of government)
- Written law codes (Code of Hammurabi – the foundation of today's human rights and codification of law)
- Pictograms (earliest written symbols)
- Cuneiform was the first recognized form of writing (Sumer)
- Recordkeeping, counting, mathematics, and calendars
- Discuss the social structure in Mesopotamia, which included kings, priests, merchants, artisans, and farmers. Explore how this hierarchy impacted people's lives and opportunities.
- Introduce the concept of social mobility and how individuals from lower classes could rise through trade or skills

Essential Questions:

- Why do people settle where they do?
- Why did the earliest civilizations appear in river valleys?
- How did humans become civilized
- What are the characteristics of a civilization? What can cause a civilization to collapse?
- How did Hammurabi's Code impact Mesopotamian society? (as well as today's society)
- If laws are a reflection of a society's values, what does Hammurabi's Code tell us about Mesopotamian values?
- How did the interactions among the city-states and other civilizations contribute to the development of the Mesopotamian society? (How do cultural interactions contribute to the development of our own society?)
- Of the contributions made by Mesopotamian society, which are the most valuable to our society today?
- What led to the rise and fall of Mesopotamia?
- What were the origins of Judaism?

Core Instructional Materials: *Harcourt Social Studies - World History*

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, IXL

Assessments:

Pre-Assessment:

- Mapping Skills:
  - Provide a blank map of the ancient world and ask students to locate and label Mesopotamia. This can help you gauge their understanding of geography and the region's location.
- Artifact Analysis.

Property of Bethlehem Area School District

- Show images of artifacts from Mesopotamia, such as pottery, tools, or artwork. Ask students to make observations and hypotheses about the artifacts' uses and meanings.

- Reading Response:
  - Provide a short reading or excerpt about Mesopotamia, and ask students to write a brief response. This can include their thoughts, questions, or any connections they can make to prior knowledge.

Formative Assessment:

- Class Discussions:
  - Engage students in regular class discussions to gauge their understanding of key concepts and events.
  - Encourage students to ask questions, share insights, and respond to their peers.
- Exit Tickets:
  - Use exit tickets at the end of each class to collect brief responses from students about the day's lesson.
  - Ask them to summarize key points or pose questions they still have.

Self-Reflection/Self-Assessment:

- Learning Logs:
  - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
  - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- City-State Comparison Essay:
  - Assign students to write an essay comparing and contrasting two Mesopotamian city-states (e.g., Sumer and Akkad). They should discuss governance, economy, culture, and achievements.
  - Assess their analytical and critical thinking skills in comparing historical entities.
- Historical Fiction Narrative:
  - Ask students to write a historical fiction narrative set in ancient Mesopotamia. The story should incorporate key historical events, cultural practices, and figures.
  - Assess their understanding of historical context, events, and the ability to weave historical facts into a creative narrative.

Alternative Assessment:

- Role-Playing Simulation - Hammurabi's Code:
  - Organize a role-playing activity where students take on the roles of citizens in ancient Mesopotamia. They can engage in a simulated legal system, applying and debating the principles of Hammurabi's Code.
  - Assess understanding of Mesopotamian laws, critical thinking, and the ability to argue and defend positions.
- Time Travel Diary:
  - Invite students to write a series of diary entries as if they were time travelers experiencing life in Mesopotamia. Entries should cover daily life, interactions with people, and observations of significant events.
  - Assess creativity, historical empathy, and the ability to apply knowledge in a narrative context.

Property of Bedminster Township School District

Benchmarks:

- Mid-Unit Checkpoint:
  - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
  - Use this information to make any necessary adjustments to your teaching approach.
- Skills Development Checkpoint:
  - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
  - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- Study the Epic of Gilgamesh, one of the earliest known works of literature. Have students read excerpts or summaries of the epic and discuss themes such as friendship, heroism, and the quest for immortality. They can compare Gilgamesh's adventures with other ancient myths and legends.
- Write a diary entry from the perspective of a scribe in ancient Mesopotamia. Describe a typical day, including tasks like writing on clay tablets, recording transactions, and participating in religious ceremonies. Reflect on the importance of literacy and the scribe's role in society.
- Write a newspaper article reporting on a significant event in Mesopotamian history, such as the rise of a new king, a military conquest, a major construction project like a ziggurat, or the discovery of a new invention. Include quotes from eyewitnesses or historical figures to add authenticity.

Unit: Mesopotamia

Lesson 1: Introduction to Mesopotamia	Lesson 2: Sumerians - Earliest Civilization	Lesson 3: Daily Life in Sumer	Lesson 4: Akkadians, Babylonians, and Hammurabi's Code	Lesson 5: Hammurabi's Code
Objective: Introduce Mesopotamia as the cradle of civilization and its significance in world history. Activities: Map activity: Locate Mesopotamia and major rivers (Tigris and Euphrates). Discuss the meaning of "Mesopotamia" and its geographic advantages for early settlements.	Objective: Explore the development, achievements, and culture of the Sumerian civilization. Activities: Timeline activity: Create a timeline of key events and achievements of the Sumerians (ex: invention of writing, ziggurats). Introduce cuneiform writing: Students practice writing simple cuneiform symbols on clay tablets.	Objective: Understand the social structure, economy, and daily life of ancient Sumerians. Activities: Role-playing activity: Students role-play different social roles (farmer, priest, scribe) and discuss their daily routines and responsibilities. Create a mini-booklet or poster illustrating aspects of Sumerian daily life.	Objective: Explore the rise and achievements of the Akkadian and Babylonian empires. Activities: Discuss the contributions of Sargon of Akkad and Hammurabi. Compare and contrast the cultural and political characteristics of the Akkadian and Babylonian empires.	Objective: Analyze Hammurabi's Code as one of the earliest legal systems in history Activities: Close reading of excerpts from Hammurabi's Code. Group discussion: Discuss the principles of justice, social hierarchy, and punishments outlined in Hammurabi's Code. Role-play activity: Students enact scenarios based on Hammurabi's laws and debate appropriate judgments.

Property of Bedminster Township School District

Lesson 6: Babylonian Achievements and Cultural Contributions Objective: Investigate Babylonian achievements in astronomy, mathematics, and literature. Activities: Research project: Students research and present on Babylonian contributions such as the ziggurat of Babylon, the Epic of Gilgamesh, and Babylonian astronomy. Create a model of a ziggurat or an illustrated timeline showcasing Babylonian achievements.	**Lesson 7: Assyrians and Neo-Babylonians** Objective: Explore the rise and expansion of the Assyrian Empire. Activities: Map activity: Trace the extent of the Assyrian Empire and major conquests. Discuss military strategies, administration, and cultural assimilation under the Assyrians.	**Lesson 8: Neo-Babylonian Empire and Nebuchadnezzar II** Objective: Study the Neo-Babylonian Empire, focusing on Nebuchadnezzar II and the Hanging Gardens of Babylon. Activities: Virtual tour: Explore virtual reconstructions or illustrations of the Hanging Gardens of Babylon. Debate activity: Students debate the significance of the Hanging Gardens and their impact on Babylonian culture and engineering.	**Lesson 9: Mesopotamian Religion, Trade, and Decline** Objective: Explore Mesopotamian religious beliefs, gods, and rituals. Activities: Create a pantheon chart: Students illustrate and describe major Mesopotamian gods and their domains (ex: Enlil, Inanna). Research project: Investigate religious rituals and practices, such as temple architecture and role of priests.	**Lesson 10: Trade and Economy in Mesopotamia** Objective: Understand the importance of trade, commerce, and economic systems in Mesopotamia. Activities: Trade simulation game: Students simulate trade activities between different Mesopotamian city-states, negotiating goods and solving disputes. Research project: Explore the role of merchants, trade routes (ex: Silk Road), and Mesopotamian contributions to early trade.
Lesson 11: Review and Culminating Activities Objective: Review key concepts, civilizations, and achievements covered in Mesopotamia unit. Activities: Kahoot quiz or review game covering Mesopotamian history, achievements, and cultural aspects. Discussion: Reflect on the legacy of Mesopotamian civilization and its impact on future societies.	**Lesson 12: Culminating Activity** Objective: Present projects and reflect on the unit's themes and learnings. Activities: Gallery walk: Students display their projects (ex: ttimelines, models, research presentations) and explain their interpretations and findings to classmates. Reflection essay: Write about the most significant aspect learned during the unit and its relevance to understanding ancient civilizations.			

Accommodations/Modifications:
Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

Property of Bridgeminster Township School District

At Risk: positive recognition for contributions, preferential seating, extra time/help, small group instruction (as needed)
504s: additional time; preferential seating; other modifications as per the individual plan
ELLs: google translate (as needed for vocabulary), peer and native language support, scaffold writing assignments, organize reading in chunks
G&T: Pursuit of independent self guided projects as a supplement to curriculum

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting

Property of Bedminster Township School District

- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)**Accommodations/Modifications:**

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan
At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)
504s: additional time; preferential seating; other modifications as per the individual plan
ELLs: google translate (an needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students
G&T: Pursuit of independent self guided projects as a supplement to curriculum

New Jersey Student Learning Standards:
NJSLS: Reading: History/Social Studies

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

6. Assess how point of view or purpose shapes the content and style of a text.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

NJSLS Social Studies

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.GeoSV.2.a: 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).
- 6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.CivicsDP.3.a: 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, Israelite Jewish Law).

Property of Bedminster Township School District

- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

21st Century Life and Career Skills:
9.1 Personal Financial Literacy Standard
9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2 Career Awareness
9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.4 Life Literacies and Key Skills
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Technology:
• 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

Global Climate Change:
MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.
- Some of the earliest cities, now buried in the soil of Syria, Iraq, Turkey, and Lebanon, are thought to have collapsed because of rapid climatic change

Property of Bloomfield Township School District

- Drought along with lower temperatures descended on these settlements some 4,200 years ago, forcing residents to adapt, move away, or starve
    - Climate.gov, PBS Learning Climate Change, NOAA Climate Education

LGBTQ+ and Disabilities Law:
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:
See options for SEL integration here: **LINK**
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies Grade Level: 6		
Unit name/Theme: Ancient Egypt	**Dates when unit will be taught:** November/December	**Time Frame:** 5 weeks

Content:

- The Nile River was considered the lifeblood of Egypt because of its provision of trade, transportation, soil, irrigation, food, etc. yet, Egypt was dependent on the rich resources of Nubia.
- Egypt's prime location on the Mediterranean sea provided focal point for trade Example Supplementary Material: Geography of Egypt
- Egypt had a social and political hierarchy headed by the god-like Pharaoh followed by nobles and priests; scribes; merchants and skilled workers; peasants and common workers; and slaves (LGBTQ+ & Disabilities Law integration through analysis of social and political hierarchy)
- The Pharaoh and the belief of an afterlife dominated the lives of ancient Egyptians and their cultural expressions.
- Egyptian values were represented by their religion, arts, and architecture (mummification; polytheism vs. monotheism; hieroglyphics; pyramids) (LGBTQ+ & Disabilities Law integration through analysis of religious guidelines)
- Strong leadership of pharaohs and buy-in to social hierarchy.
- Common culture strongly based on religious beliefs (LGBTQ+ & Disabilities Law integration through analysis of religious guidelines)
- Benefit of location along Nile River and Mediterranean Sea
- Egyptian civilization fell because civil war left it weak and poorly defended allowing conquest by Alexander the Great and later the Romans – leaving Egypt waiting another 2000 years before it was able to govern itself again
- Hieroglyphics; pyramids; base 10 number system; calendar
- Influence of geography in development (Nile River and desert) (resources; climate/landforms; trade routes including Red Sea)
- Kush was located on the upper (southern) Nile River (Africa).

Property of Bedminster Township School District

- The Nubians and Egyptians benefited from contact with each other in terms of trade, customs, and sharing of ideas (cultural diffusion) but each took turns in conquering the other.
- Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia).
- Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia).
- The monotheism of Abraham became the foundation of Judaism, Christianity, and Islam
- Belief in one God (monotheism)
- Torah and the Ten Commandments
- Hebrew Bible becomes the Christian "Old Testament"
- All people equal before the law (LGBTQ+ & Disabilities Law integration through analysis of law)
- Explore the hierarchical structure of Egyptian society, including pharaohs, priests, scribes, artisans, and farmers. Discuss how each group contributed to society and how roles varied based on gender and class.
- Highlight the rights and roles of women, such as owning property, running businesses, and holding religious positions.

Essential Questions:

- How did the geography of the Nile impact Egyptian and Nubian civilizations?
- Why was the Nile considered the "lifeblood of Egypt"?
- How did religion influence all aspects of Egyptian civilization?
- What happens when cultures collide?
- How did the Nubians and Egyptians both benefit and suffer from contact with each other?
- What has been the lasting impact of these African and Middle Eastern civilizations on current society?
- What led to Egypt's rise and fall?
- What was the role of slavery in ancient Egypt?

Core Instructional Materials: *Harcourt Social Studies - World History***Core Instructional Materials:** *Harcourt Social Studies - World History*
Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, IXL

Assessments:

Pre-Assessment:

- Artifact Identification
  - Show images of artifacts from Ancient Egypt, such as hieroglyphics, statues, or tools. Ask students to make observations and hypotheses about the artifacts' uses and cultural significance.
- Map Exploration:
  - Provide a map of Ancient Egypt and surrounding regions. Ask students to label key geographical features, cities, and the Nile River. This helps assess their understanding of the region's geography.
- Timeline Construction:
  - Have students create a timeline highlighting key events in Ancient Egyptian history. This can include the construction of the pyramids, the reign of specific pharaohs, or the establishment of major dynasties.

Property of Bedminster Township School District

Formative Assessment:

- Concept Mapping:
  - Ask students to create concept maps illustrating the connections between different aspects of Ancient Egyptian society, culture, and history.
  - Assess their ability to organize information and identify relationships between concepts.
- Graphic Organizers
  - Provide students with graphic organizers, such as Venn diagrams or T-charts, to compare and contrast different aspects of Ancient Egyptian life, culture, or historical periods.
  - Support organization of information and identify patterns in their understanding.

Self-Reflection/Self-Assessment:

- Learning Logs:
  - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
  - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- Pharaoh's Diary:
  - Ask students to write a diary entry from the perspective of a pharaoh, detailing their daily life, responsibilities, and challenges.
  - Assess their understanding of the roles of pharaohs and their ability to empathize and communicate historical information creatively.
- Dynasty Timeline Project:
  - Have students create a detailed timeline that spans multiple dynasties of Ancient Egypt. They should include key events, rulers, and achievements.
  - Evaluate their chronological understanding, research skills, and ability to organize historical information.

Alternative Assessment:

- Time Travel Journal:
  - Ask students to imagine they are time travelers visiting Ancient Egypt. Have them create a time travel journal documenting their experiences, observations, and interactions with historical figures and events.
  - Assess historical empathy, creativity, and the ability to apply knowledge in a narrative context.
- Travel Brochure:
  - Assign students to create a travel brochure promoting tourism to Ancient Egypt. They should highlight key attractions, historical sites, and cultural experiences.
  - Evaluate research skills, creativity, and the ability to synthesize information for a specific audience.

Benchmarks:

- Mid-Unit Checkpoint:
  - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
  - Use this information to make any necessary adjustments to your teaching approach.

Property of Bedminster Township School District

- Skills Development Checkpoint:
  - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
  - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- Imagine you are a pharaoh of ancient Egypt. Write a diary entry describing a typical day in your life. Include activities such as overseeing construction projects, conducting religious ceremonies, meeting with advisors, and interacting with subjects. Reflect on the responsibilities and challenges of ruling Egypt.
- Compare and contrast the legal codes of ancient Egypt (such as the Code of Ma'at) with another ancient civilization's legal system (such as Hammurabi's Code). Discuss similarities and differences in laws, punishments, and the role of justice in maintaining order and harmony in society.
- Write a historical fiction story set in ancient Egypt. Create characters such as a young apprentice to a temple priest, a noble's daughter preparing for marriage, or a soldier defending Egypt's borders. Develop a plot that explores daily life, societal roles, religious beliefs, or a specific event like a Nile flood or a military campaign.

Unit: Ancient Egypt

Lesson 1: Introduction to Ancient Egypt Objective: Introduce Ancient Egypt as one of the world's earliest civilizations and its geographic significance. Activities: Map activity: Locate Egypt and the Nile River. Discuss the Nile River's importance for agriculture and early Egyptian settlements.	**Lesson 2: The Old Kingdom and Pyramid Building** Objective: Explore the Old Kingdom period, pyramid building, and the pharaoh's role. Activities: Visual timeline activity: Create a timeline of the Old Kingdom pharaohs and major pyramids (ex: Pyramid of Djoser, Great Pyramid of Giza). Discuss the social structure, role of pharaohs, and beliefs in the afterlife.	**Lesson 3: Daily Life in Ancient Egypt** Objective: Understand daily life, social classes, and cultural achievements in Ancient Egypt. Activities: Role-playing activity: Students act out different roles (farmer, scribe, craftsman) and discuss their daily routines and responsibilities. Create a mini-booklet or poster illustrating aspects of daily life, such as food, clothing, and housing.	**Lesson 4: Egyptian Religion and Gods** Objective: Explore Egyptian religious beliefs, rituals, and gods. Activities: Create a pantheon chart: Students illustrate and describe major Egyptian gods (ex: Ra, Osiris, Isis) and their roles. Research project: Investigate religious rituals (ex: mummification, burial practices) and the role of temples in Egyptian society.	**Lesson 5: Egyptian Art and Hieroglyphics** Objective: Understand Egyptian art styles, symbolism, and the development of hieroglyphic writing. Activities: Art workshop: Students create their own Egyptian-style art piece using symbols and colors inspired by hieroglyphs. Hieroglyphics activity: Decode and write simple messages using hieroglyphic symbols.
Lesson 6: Trade and Economy in Ancient Egypt Objective: Explore the importance of trade, commerce, and economy	**Lesson 7: The Middle Kingdom** Objective: Investigate the achievements and challenges of the Middle Kingdom period.	**Lesson 8: The New Kingdom and Pharaohs** Objective: Explore the New Kingdom period, its pharaohs, and military	**Lesson 9: Decline of Ancient Egypt** Objective: Understand the factors contributing to the decline of Ancient Egypt.	**Lesson 10: Review and Assessment** Objective: Review key concepts, achievements, and learnings from the unit.

Property of Bartlinsville Township School District

activities in Ancient Egypt. Activities: Trade simulation game: Students simulate trade activities along the Nile River and with neighboring civilizations, negotiating goods and solving disputes. Research project: Explore trade routes (ex: Nile River, Red Sea) and the impact of trade on Egyptian society and culture.	Activities: Map activity: Trace the expansion of Egyptian territory during the Middle Kingdom. Discuss cultural achievements, such as literature (ex: "Tale of Sinuhe") and public works projects.	achievements. Activities: Research project: Students research and present on significant New Kingdom pharaohs (ex: Hatshepsut, Thutmose III, Ramses II) and their contributions. Debate activity: Discuss the significance of military conquests and Egypt's relations with neighboring civilizations (ex: Hittites, Nubians).	Activities: Timeline activity: Create a timeline of events leading to the decline of Ancient Egypt (ex: invasions, internal conflicts). Discuss the impact of external threats and internal challenges on Egyptian society.	Activities: Kahoot quiz or review game covering Ancient Egypt's history, achievements, and cultural aspects. Discussion: Reflect on the legacy of Ancient Egypt and its lasting contributions to world civilization.
Lesson 11: Culminating Activity Objective: Present projects and reflect on the unit's themes and learnings. Activities: Gallery walk: Students display their projects (ex: timelines, art pieces, research presentations) and explain their interpretations and findings to classmates. Reflection essay: Write about the most significant aspect learned during the unit and its relevance to understanding ancient civilizations.				

Accommodations/Modifications:

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan

At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)

504s: additional time; preferential seating; other modifications as per the individual plan

ELLs: google translate (as needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write

Property of Bedminster Township School District

language objectives clearly for students
G&T: Pursuit of independent self guided projects as a supplement to curriculum

New Jersey Student Learning Standards:
NJSLS: Reading: Science & Technical Subjects

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- Students will complete a Web Quest that addresses different theories about the death of King Tut and draw their own conclusion about how the boy king died.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

10. Read and comprehend complex literary and informational texts independently and proficiently.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

NJSLS Social Studies

- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: 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).
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations

Property of Readington Township School District

- 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- • 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

21st Century Life and Career Skills:
9.1 Personal Financial Literacy Standard
9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2 Career Awareness
9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

9.4 Life Literacies and Key Skills
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Technology:
• 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

Global Climate Change.
MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

Property of Bedminster Township School District

- Ancient Egypt wasn't facing man-made climate change in the way modern societies are
- Eruptions produced climate disruptions similar to some aspects of contemporary climate change, and they challenged ancient societies to respond in ways that are analogous to modern efforts
    - Climate.gov, PBS Learning Climate Change, UNESCO - Climate Change Education

LGBTQ+ and Disabilities Law:
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:
See options for SEL integration here: **LINK**
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies Grade Level: 6		
Unit name Theme: Ancient Greece	**Dates when unit will be taught:** January/February	**Time Frame:** 5 weeks

Content:
- The geography of Greece fostered the development of city-states while the access to seas promoted trade. Example Supplementary Material: Geography of Greece
- The ruggedness of the terrain made it a challenge in developing a successful agricultural economy.
- Surrounded on three sides by water (peninsula) promoted a sea-based economy and opened opportunities for trade.
- The creation of city-states is directly related to mountainous terrain and the numerous islands.
- Colonization related to search for arable land and new sources of wealth. Greek mythology promotes a common culture. It is based on polytheistic religion with explanations of natural phenomena, human qualities, and life events (LGBTQ+ & Disabilities Law integration through analysis of religious beliefs).
- Citizens (free adult males) had political rights and the responsibility of civic participation in government.
- Free people (women and foreigners) had no political rights (LGBTQ+ & Disabilities Law integration through analysis of political rights)
- Slaves (people without freedom or political rights) (LGBTQ+ & Disabilities Law integration through analysis of political rights)
- Classical Athens developed the most democratic system of government the world had ever seen (becoming a foundation of modern democracy) although not everyone could participate in decision-making.
- Evolution of Athenian government: monarchy, aristocracy, tyranny, and democracy (LGBTQ+ & Disabilities Law integration through analysis of forms of government)

Property of Bloomsbury Township School District

- Origin of democratic principles: direct democracy exercised by popular assembly, public debate, and duties of the citizen
- The Athenians prevailed against the Persian Empire, preserving the opportunity for the seeds of democracy (one of the foundation stones of Western civilization).
- Golden Age of Pericles (479 BCE - 431 BCE) Apex of classical Greek culture - great political and cultural influence on Western civilization.
- Sparta and militaristic oligarchy (dictatorial rule by a small group)
- Strong leadership of tyrants, oligarch, and/or democratic governments (LGBTQ+ & Disabilities Law integration through analysis of forms of government)
- Common culture strongly based on religious beliefs/myths.
- Benefit of location that provided natural resources and promoted a strong economy.
- The Peloponnesian Wars between Athens and Sparta weakened the Greek civilization, paved the way for the conquest of Greece by Philip of Macedonia, which led to his eventual merging with Alexander's Empire.
- Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (dictatorship) (LGBTQ+ & Disabilities Law integration through analysis of forms of government)
- Competition for control of the Greek world: Athens and the Delian League vs. Sparta and the Peloponnesian League.
- Cultural advance slowed, political power weakened.
- Alexander the Great established the empire that extended Greek cultural influences to Egypt (especially Alexandria) and much of Asia.
- Philosophy: Socrates, Plato, Aristotle
- Drama
- Poetry: Homer (Iliad and Odyssey as sources of identity during Golden Age)
- Sculpture
- Architecture: Parthenon (Doric, Ionian, and Corinthian columns)
- Science: Archimedes, Hippocrates
- Mathematics
- Discuss the various city-states (like Athens, Sparta, Corinth) and how their unique cultures, governments, and practices contributed to the diversity of Ancient Greece.
- Explain the distinctions between citizens (free men) and non-citizens (women, slaves, and foreigners) in Greek society. Discuss the rights and roles of each group.

Essential Questions:

- How did geography influence the development and spread of Greek government, economics, and culture?
- Why did the Greek civilization rise and fall?
- What were the differences between Athens and Sparta?
- How did Greek ideas, achievements, government and religious beliefs influence modern society, language, and art?
- What were the differences between social classes within Athens and Sparta?
- Who was Alexander the Great and how did he spread Greek culture through his accomplishments?
- What accomplishments characterized the Greek Golden Age?

Property of Bedminster Township School District

Core Instructional Materials: *Harcourt Social Studies - World History*
Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, IXL

Assessments:

Pre-Assessment:

- Mythology Quiz:
  - Prepare a short quiz on Ancient Greek mythology, including questions about major gods and goddesses, myths, and their cultural significance.
  - Assess their familiarity with Ancient Greek mythology and identify areas for exploration.
- Reading Response:
  - Provide a short reading or excerpt about Ancient Greece, and ask students to write a brief response. This can include their thoughts, questions, or any connections they can make to prior knowledge.

Formative Assessment:

- Exit Tickets:
  - Have students write brief responses to questions related to the day's lesson as they leave the classroom. These can include summaries, questions, or connections to prior knowledge.
  - Quickly gauge understanding and identify any areas of confusion.
- Concept Mapping:
  - Ask students to create concept maps illustrating the relationships between different aspects of Ancient Greek society, such as politics, philosophy, and art.
  - Assess their ability to organize information and understand the interconnectedness of historical concepts.

Self-Reflection/Self-Assessment:

- Learning Logs:
  - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
  - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- Historical Journal Compilation:
  - Assign students to create a historical journal or diary compiling entries from different perspectives in Ancient Greece. Entries could include accounts from citizens, philosophers, soldiers, or leaders.
  - Assess creativity, historical empathy, and the ability to integrate knowledge into a narrative context.
- City-State Comparison Essay:
  - Have students write an essay comparing and contrasting two Ancient Greek city-states, such as Athens and Sparta. They should explore political systems, societal structures, and cultural values.
  - Evaluate analytical and critical thinking skills in comparing historical entities.

Alternative Assessment:

Property of Hamilton Township School District

- Timeline of Ancient Greek Philosophers:
  - Ask students to create a visual timeline featuring key Ancient Greek philosophers. For each philosopher, they should include a brief biography, major contributions, and the impact of their ideas.
  - Assess research skills, chronological understanding, and the ability to present information visually.

Benchmarks:

- Mid-Unit Checkpoint:
  - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
  - Use this information to make any necessary adjustments to your teaching approach.
- Skills Development Checkpoint:
  - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
  - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges

Writing Expansion:

- Create a short story where a young apprentice scribe discovers a hidden chamber filled with ancient hieroglyphs. Describe their journey deciphering the symbols and uncovering a forgotten myth or historical event depicted on the walls.
- Choose a mythological story from ancient Egypt, such as the creation myth of Atum or the story of Isis and Osiris. Retell the myth in your own words, emphasizing the themes of creation, gods and goddesses, and the cycle of life and death.
- Imagine you are a future archaeologist exploring the ruins of an ancient Egyptian city. Write a journal entry describing your excavation findings, including artifacts, inscriptions, and clues about daily life, culture, and beliefs of the ancient Egyptians.

Unit: Ancient Greece

Lesson 1: Introduction to Ancient Greece	Lesson 2: Greek Mythology	Lesson 3: Daily Life in Ancient Greece	Lesson 4: Athenian Democracy	Lesson 5: Greek Architecture and Arts
Objective: Introduce Ancient Greece as a civilization and its geographic significance. Activities: Map activity: Locate Greece and major city-states (Athens, Sparta, Corinth). Discuss the geography of Greece and its impact on Greek civilization.	Objective: Explore Greek mythology and its influence on Greek culture and society. Activities: Introduction to major Greek gods and goddesses (Zeus, Athena, Apollo). Mythological stories: Read and discuss myths (ex: creation myths, myths of heroes like Hercules and Perseus).	Objective: Understand daily life, social structure, and cultural achievements in Ancient Greece. Activities: Role-playing activity: Students act out different roles (citizen, slave, woman) and discuss their daily routines and responsibilities. Create a mini-booklet or poster illustrating aspects of daily life, such as food, clothing, education, and leisure activities.	Objective: Explore the development and principles of Athenian democracy. Activities: Discuss the reforms of Solon and Cleisthenes. Role-play: Simulate an assembly meeting in ancient Athens and discuss issues and decisions.	Objective: Investigate Greek architecture, sculpture, and artistic achievements. Activities: Virtual tour: Explore virtual reconstructions or images of Greek temples (ex: Parthenon, Temple of Zeus). Art workshop: Students create their own Greek-style pottery or sculpture inspired by Greek art.

Property of Beamingster Township School District

Lesson 6: Literature and Philosophy Objective: Understand the contributions of Greek literature and philosophy to Western civilization. Activities: Read excerpts from works of Homer (Iliad, Odyssey) and discuss their themes and cultural significance. Research project: Investigate the lives and ideas of famous Greek philosophers (ex: Socrates, Plato, Aristotle) and present findings to the class.	**Lesson 7: Spartan Society and Military** Objective: Explore the unique social structure and military-focused society of Sparta. Activities: Compare and contrast Spartan and Athenian lifestyles, values, and education systems. Debate activity: Students debate the strengths and weaknesses of Spartan society compared to other Greek city-states.	**Lesson 8: Persian Wars** Objective: Study the causes, events, and outcomes of the Persian Wars. Activities: Map activity: Trace the major battles of the Persian Wars (es: Marathon, Thermopylae, Salamis). Discuss the roles of key figures like Themistocles and Leonidas. Create a timeline or storyboard illustrating the sequence of events during the Persian Wars.	**Lesson 9: Peloponnesian War** Objective: Analyze the causes, course, and impact of the Peloponnesian War. Activities: Research project: Investigate the strategies of Athens and Sparta, the role of alliances, and the consequences of the war. Debate activity: Students debate whether the Peloponnesian War was inevitable and its lasting effects on Greek city-states.	**Lesson 10: Alexander the Great** Objective: Explore the conquests, achievements, and legacy of Alexander the Great. Activities: Research project: Students research Alexander's military campaigns, cultural influence (Hellenistic period), and lasting impact on world history. Create a timeline or infographic showcasing Alexander's achievements and the spread of Hellenistic culture.
Lesson 11: Review and Culminating Projects Objective: Review key concepts, achievements, and learnings from the unit. Activities: Kahoot quiz or review game covering Ancient Greece's history, achievements, and cultural aspects. Culminating project: Students choose a topic (ex: Greek gods, Athenian democracy, Alexander the Great) and create a presentation, poster, or multimedia project to showcase their knowledge and understanding.				

Accommodations/Modifications:

Property of Bethlehem Township School District

Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan
At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)
504s: additional time; preferential seating; other modifications as per the individual plan
ELLs: google translate (an needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students
G&T: Pursuit of independent self guided projects as a supplement to curriculum

New Jersey Student Learning Standards:

NJSLS: Reading: History/Social Studies

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

NJSLS Social Studies

- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.GeoPP.3.a: 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.
- 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time
- 6.2.8.HistoryUP.3.b: 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).

Property of Bedminster Township School District

- • 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

21st Century Life and Career Skills:
9.1 Personal Financial Literacy Standard
9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2 Career Awareness
9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

9.4 Life Literacies and Key Skills
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Technology:
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

Global Climate Change:
MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.
- The climate of Greece also presented a challenge for early farmers. Summers were hot and dry, and winters were wet and windy.
- Air pollution, acid rain and extreme weather swings from flash flooding to droughts are eroding ancient marbles and taking a toll on ancient walls and temples

Property of Bethlehem Township School District

- Climate.gov, PBS Learning Climate Change, NOAA Climate Education

LGBTQ+ and Disabilities Law:
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:
See options for SEL integration here: **LINK**
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies Grade Level: 6		
Unit name / Theme: Ancient Rome	**Dates when unit will be taught:** March/April	**Time Frame:** 5 weeks

Content:

- Favorable Geography of Roman Empire: The Italian peninsula (modern Italy) was distant from Eastern Mediterranean power centers and protected by the sea and an arc of mountains, the Alps. The city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin and eventually spread to Western Europe (Gaul, British Isles, etc.)The fertile terrain facilitated developing a successful agricultural economy. Surrounded on three sides by water (Italian peninsula) promoted a sea-based economy and opened opportunities for trade.
- Long distance trade continued shift from barter to money economy (coins).
- Colonization related to search for natural resources, men for army, workers, and new sources of wealth (taxation).
- Characteristics of Roman Civilization: Based on the Greek polytheistic religion with explanations of natural phenomena, human qualities, and life events. Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology. Roman gods and goddesses include: Jupiter, Hera, Apollo, Diana, Minerva, and Venus. Roman gods and goddesses continue to be symbols and images in literature, art, monumental architecture, and politics (LGBTQ+ & Disabilities Law integration through analysis of religious beliefs)
- Social structure in the Roman Republic: Patricians- powerful nobility (few in number), Plebeians- majority of population, struggled to attain more power, Slaves-not based on race (LGBTQ+ & Disabilities Law integration through analysis of hierarchy)
- Citizenship: Rights and responsibilities of citizenship (taxes, military service)
- Roman Democracy: The Roman Republic was similar to American democracy in that it had a bicameral structure with a traditional upper house and popular lower house that balanced power with the power of veto and needing both houses for passage. All three governments

Property of Bethlehem Township School District

had a larger lower house that was more representative of the common man. Representative democracy (The Assembly, The Senate, Consuls)

- Success of Roman Republic-Strong and democratic leadership within Republic, Common culture strongly based on religious beliefs/mythology as well as decision to assimilate not obliterate other cultures into Roman Empire.
- Benefit of location that provided natural resources and promoted a strong economy Example Supplementary Material: Engineering an Empire - Rome
- Causes for the decline of the Roman Republic-Civil war over the power of Julius Caesar, Devaluation of Roman currency; inflation.
- The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire.
- Rise of Roman Empire-The origin and evolution of Imperial Rome, Julius Caesar's ability to unite the plebeians and his own quest for power set Rome on the path to Empirical rule; his assassination. Augustus Caesar: civil war, defeat of Marc Anthony, Rome's first emperor. Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire, which led to 200 years of peace and prosperity known as the Pax Romana.
- Characteristics of Roman Empire: The Pax Romana, Two centuries of peace ("pax") and prosperity under imperial rule, Expansion and solidification of Roman Empire.
- Economic impact of the Pax Romana: Established uniform system of money, which helped to expand trade. Guaranteed safe travel and trade on Roman roads, which provided a means for both controlling the Empire and expanding trade routes. Promoted prosperity and stability.
- Social impact of the Pax Romana: Returned stability to social classes, increased emphasis on the family.
- Interaction of Roman Empire with Christianity: Origins of Christianity, Jesus of Nazareth proclaimed the Messiah, Conflict with polytheistic beliefs of Roman Empire, Monotheism. The followers of Jesus spread Christianity throughout the Roman Empire, beginning a process that brought revolutionary change to Roman culture and Western civilization and as the Roman Empire declined in the West, Roman Christianity grew in importance, membership, and influence.
- Causes for the decline of the Western Roman Empire: Over a 300-year period, the western part of the Roman Empire steadily declined because of the Empire's overextension, corruption, weak leadership, and reliance on an unreliable mercenary army, which left Rome open to invasion and drained their economy. Geography: unmanageable size of empire. Economy: the cost of defense and devaluation of Roman currency. Military: army membership beginning to include invaders, resulting in decline of discipline. Political problems: civil conflict, and weak administration. Invasion: attacks on borders. Roman Empire divided. Constantine moves capital from Rome to Byzantium. Western Roman Empire (survives until 476 A.D.)Eastern Roman Empire outlived its Western counterpart by 1000 years.
- Contributions of Ancient Rome Art/architecture: Pantheon, Coliseum, Forum. Technology: roads, aqueducts, Roman arches Science: Ptolemy Language: Latin, Romance languages Literature: Virgil's Adenoid. Religion: Roman mythology, Christianity.
- Discuss how Rome was a melting pot of cultures due to its vast empire, incorporating people from various regions such as North Africa, the Middle East, and Europe.
- Examine the roles and rights of women in Roman society, noting the differences between social classes and how some women wielded influence despite limitations.

Essential Questions.

Pleasant Valley Township School District

- How did geography influence the development, spread, and eventual decline of the Roman Empire?
- How was the Roman civilization influenced by Greek and Etruscan civilizations?
- How does Rome's Republic compare to our modern American Republic?
- What is meant by "all roads lead to Rome" and how is it related to the Empire's success?
- Why did the Roman Republic fail to survive challenges by Julius Caesar? What happened to the Senate after Julius Caesar's assassination?
- What was the impact of the Pax Romana on the Roman Empire?
- How did military conquests alter economic and social life in Rome? What was life like for a soldier in Ancient Rome?
- What role did Christianity play in the fall of Rome?
- How do Ancient Roman ideas, achievement and religious beliefs influence modern society, language, and art?
- What do a culture's myths tell us about the society? What does it tell us about Roman society?
- How is Roman culture influenced by its geography, location, and natural resources?

Core Instructional Materials: *Harcourt Social Studies - World History*

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, IXL

Assessments:

Pre-Assessment:

- K-W-L Chart:
  - Ask students to complete a K-W-L (Know-Want to Know-Learned) chart. In the "Know" column, they can list what they already know about Ancient Rome. In the "Want to Know" column, they write down questions or topics they are curious about. After the unit, they revisit the chart and fill in the "Learned" column.
- Mapping Exercise:
  - Provide a map of Ancient Rome and surrounding regions. Ask students to label key geographical features, cities, and significant locations such as Rome, Pompeii, and the Roman Empire's boundaries.
  - Assess their understanding of Ancient Roman geography.

Formative Assessment:

- Daily Life Artifact Analysis:
  - Show images or replicas of artifacts related to daily life in Ancient Rome, such as household items, tools, or clothing. Ask students to analyze and discuss the artifacts, drawing connections to daily life.
  - Develop observational skills and assess understanding of material culture.
- Interactive Map Activity:
  - Provide an interactive map of the Roman Empire. Ask students to label key cities, trade routes, and significant regions. You can also include questions that require critical thinking about the impact of geography on the empire.
  - Assess geographical knowledge, spatial awareness, and understanding of the Roman Empire's expansion.

Self-Reflection/Self-Assessment:

- Learning Logs:

Property of Bedminster Township School District

- Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
  - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- Historical Newspaper Project:
  - Assign students to create a historical newspaper that covers significant events, people, and developments in Ancient Rome. This could include articles, editorials, and images.
  - Assess research, writing, and synthesis of information in a journalistic format.
- Emperor Biographical Profiles:
  - Assign each student or group an Ancient Roman emperor to research and create a biographical profile. The profiles should include key accomplishments, challenges, and the emperor's impact on the empire.
  - Evaluate research skills, historical analysis, and the ability to communicate information concisely.

Alternative Assessment:

- Epic Poem Composition:
  - Assign students to compose an epic poem inspired by a historical event or figure in Ancient Rome. The poem should capture the essence of the event and showcase poetic elements.
  - Evaluate creative writing skills, understanding of historical themes, and the ability to use poetic devices.

Benchmarks:

- Mid-Unit Checkpoint:
  - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
  - Use this information to make any necessary adjustments to your teaching approach.
- Skills Development Checkpoint:
  - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
  - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- Imagine you are a gladiator in ancient Rome. Write a journal entry describing your experiences preparing for and participating in gladiatorial combat. Include details about training, the arena, the crowd's reaction, and your thoughts on life as a gladiator.
- Choose a Roman myth, such as the story of Romulus and Remus, the founding of Rome by Aeneas, or the tale of Jupiter and Juno. Retell the myth from the perspective of one of the characters, adding depth to their motivations and emotions.
- Research and write a report on a famous Roman engineering achievement, such as the Colosseum, aqueducts, or roads. Explain its construction, purpose, impact on Roman society, and lasting influence on architecture and engineering.

Unit: Ancient Rome

Property of Bedminster Township School District

Lesson 1: Introduction to Ancient Rome Objective: Introduce Ancient Rome as a civilization and its geographic context. Activities: Map activity: Locate Rome and the extent of the Roman Empire. Discuss the geography of Italy and its impact on Roman civilization.	**Lesson 2: The Roman Republic** Objective: Explore the development and principles of the Roman Republic. Activities: Timeline activity: Create a timeline of key events in the Roman Republic (ex: founding of Rome, Punic Wars). Discuss the structure of government, including the Senate, consuls, and assemblies.	**Lesson 3: Daily Life in Ancient Rome** Objective: Understand daily life, social structure, and cultural achievements in Ancient Rome. Activities: Role-playing activity: Students act out different roles (patrician, plebeian, soldier) and discuss their daily routines and responsibilities. Create a mini-booklet or poster illustrating aspects of daily life, such as food, clothing, education, and entertainment.	**Lesson 4: Rise of the Roman Empire** Objective: Explore the transition from Republic to Empire and the early emperors. Activities: Research project: Students research and present on significant Roman emperors (ex: Augustus, Nero, Trajan) and their contributions. Discuss the factors leading to the fall of the Republic and the establishment of the Empire.	**Lesson 5: Roman Engineering and Architecture** Objective: Investigate Roman achievements in engineering, architecture, and infrastructure. Activities: Virtual tour: Explore virtual reconstructions or images of Roman structures (ex: Colosseum, aqueducts, roads). Engineering challenge: Students design and build a model Roman aqueduct or road system using simple materials.
Lesson 6: Roman Culture and Entertainment Objective: Understand Roman culture, literature, and entertainment. Activities: Read excerpts from Roman literature (ex: Virgil's Aeneid, Ovid's Metamorphoses) and discuss their themes and significance. Research project: Investigate Roman entertainment (ex: gladiatorial games, theater) and its role in society.	**Lesson 7: Roman Law and Governance** Objective: Analyze the development and principles of Roman law under the Empire. Activities: Study excerpts from the Twelve Tables and discuss their impact on legal systems. Debate activity: Students debate the significance of Roman legal principles (ex: innocence until proven guilty, rights of citizens).	**Lesson 8: Roman Religion and Pantheon** Objective: Explore Roman religious beliefs, rituals and the pantheon of gods. Activities: Create a pantheon chart: Students illustrate and describe major Roman gods (ex: Jupiter, Mars, Venus) and their domains. Research project: Investigate Roman religious practices, festivals (ex: Saturnalia, Lupercalia), and the role of priests.	**Lesson 9: Decline and Fall of the Roman Empire** Objective: Understand the factors contributing to the decline and fall of the Roman Empire. Activities: Timeline activity: Create a timeline of events leading to the fall of the Western Roman Empire (ex: invasions, economic challenges). Discuss internal weaknesses (ex: political corruption, military issues) and external threats (ex: barbarian invasions).	**Lesson 10: Legacy of Ancient Rome** Objective: Explore the lasting impact of Ancient Rome on law, government, architecture, and culture. Activities: Research project: Students research and present on Roman contributions to architecture (ex: domes, arches), law (ex: Roman legal principles), and language (ex: Latin influence). Debate or discussion: Reflect on the legacy of Ancient Rome and its influence on Western civilization.
Lesson 11: Review and Culminating Projects Objective: Review key concepts, achievements, and learnings from the unit.				

Property of Radnor Township School District

Activities: Kahoot quiz or review game covering Ancient Rome's history, achievements, and cultural aspects. Culminating project: Students choose a topic (ex: Roman engineering, daily life, decline of the Empire) and create a presentation, poster, or multimedia project to showcase their knowledge and understanding.				

Accommodations/Modifications:
Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan
At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)
504s: additional time; preferential seating; other modifications as per the individual plan
ELLs: google translate (an needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students
G&T: Pursuit of independent self guided projects as a supplement to curriculum

New Jersey Student Learning Standards:

NJSLS: Reading: History/Social Studies

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Property of Readington Township School District

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

NJSLS Social Studies

- 6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

21st Century Life and Career Skills:

9.1 Personal Financial Literacy Standard

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

9.2 Career Awareness

9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

9.4 Life Literacies and Key Skills

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

Property of Bedminster Township School District

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Technology:
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data
- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

Global Climate Change:
MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.
- Historians believe that climate change was a major factor in the fall of the Roman Empire
- Farming was disrupted, people did not have enough food to eat and became weaker
- It also led to many people from the northern areas moving south and crowding the warmer southern areas.
    - UNESCO - Climate Change Education, Climate.gov, NASA Climate Kids, NOAA Climate Education

LGBTQ+ and Disabilities Law:
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society

Social/Emotional Learning:
See options for SEL integration here: **LINK**
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies Grade Level: 6		
Unit name/Theme: European Middle Ages	**Dates when unit will be taught:** May	**Time Frame:** 4 weeks

Content:
- Describe the Middle Ages

Property of Bedminster Township School District

- Discuss how Western Civilizations arose from synthesis of Christianity and classical Greco-Roman civilization
- Describe the spread of Christianity (LGBTQ+ & Disabilities Law integration through analysis of religion)
- Discuss the evolutions of significant political, economic, social, and cultural institutions and events the shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities and changing technology.
- Explain the government of the time
- Explain the origins of medieval constitutionally government in England
- Discuss how societies have been affected by industrialization and by different political and economic philosophies
- Explain the role of the following in the feudal system: serfs, nobles, knights, vassals, king Supplementary Material Example: Becoming a Knight
- Describe the layout of a typical medieval castle, define key elements of a castle
- Describe basic needs of people during the Middle Ages
- Describe how these basic needs were acquired by each social class in the Middle Ages
- Discuss how meeting the needs and wants of a growing populations impacts the environment and economic growth
- Describe a monk's role in society
- Describe a monk's daily routine
- Define Cistercian order
- Describe how the plague spread throughout Europe
- Describe the religious aspects associated with the plague
- Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension
- Explore trade routes like the Silk Road and how they facilitated cultural exchange, introducing new ideas, technologies, and goods between Europe, Asia, and Africa.
- Examine the coexistence and interactions of these three major religions during the Middle Ages, including periods of both conflict and cooperation.

Essential Questions:

- What happens when people and ideas move and cultures meet?
- How does religion influence society?
- How do systems of government form?
- How do individuals change the course of history?
- What was daily life like for people throughout history?
- How does the movement of goods impact a society?
- Why do political boundaries change over time?

Core Instructional Materials: *Harcourt Social Studies - World History*

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, IXL

Assessments:

Property of Bedminster Township School District

Pre-Assessment:

- Feudal System Graphic Organizer:
  - Ask students to create a graphic organizer illustrating the feudal system, including the roles of monarchs, nobles, knights, and peasants. They can indicate relationships and responsibilities within the system.
  - Assess understanding of the social structure during the Middle Ages.
- Reading Response:
  - Provide a short reading or excerpt about a specific aspect of the Middle Ages, such as feudalism, chivalry, or medieval towns. Ask students to write a brief response, including questions and reflections.

Formative Assessment:

- Medieval Diary Entry:
  - Ask students to imagine themselves living during the Middle Ages and write a diary entry from the perspective of a person from that time. They should incorporate details about daily life, challenges, and aspirations.
  - Assess historical empathy, narrative writing skills, and understanding of daily life during the Middle Ages.
- Chivalry Code Creation:
  - Instruct students to create their own chivalry code, outlining the values and virtues they believe a medieval knight should uphold. They should explain the reasoning behind each code.
  - Assess understanding of chivalry, ethical considerations, and the ability to articulate personal values.

Self-Reflection/Self-Assessment:

- Learning Logs:
  - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
  - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- Historical Fiction Essay:
  - Assign students to write a historical fiction essay set in the Middle Ages. They should incorporate accurate historical details, characters, and events into a compelling narrative.
  - Assess historical knowledge, research skills, and the ability to apply historical understanding to a creative writing task.
- Medieval Times Timeline:
  - Instruct students to create a comprehensive timeline that spans the entire Middle Ages. The timeline should include key events, developments, and cultural achievements, demonstrating a nuanced understanding of historical progression.
  - Assess chronological understanding and the ability to identify and analyze historical trends over an extended period.

Alternative Assessment:

- Medieval Times Time Travel Journal:
  - Ask students to imagine they are time travelers visiting the Middle Ages. They can create a journal documenting their experiences, observations, and interactions with historical figures or events.

Planned on Behalf of Lumberton Township School District

- Assess creative writing, historical empathy, and the ability to apply knowledge in an imaginative context.

Benchmarks:

- Mid-Unit Checkpoint:
  - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
  - Use this information to make any necessary adjustments to your teaching approach.
- Skills Development Checkpoint:
  - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
  - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- Imagine you are a pilgrim traveling to a famous medieval pilgrimage site, such as Canterbury Cathedral or Santiago de Compostela. Write a travel journal describing your journey, encounters with other travelers, challenges faced, and reflections on the spiritual significance of pilgrimage.
- Pretend to be a medieval lord drafting a feudal contract with a vassal. Outline the rights and responsibilities of each party, including land tenure, military service, and obligations of loyalty and protection. Justify the terms based on medieval feudalism.
- Create a dialogue between two villagers in a medieval marketplace. Discuss goods for sale, bartering techniques, gossip about local events, and the role of trade in village life. Explore social interactions and economic activities in a rural setting.

Unit: European Middle Ages

Lesson 1: Introduction to the Middle Ages	Lesson 2: Medieval Europe and Feudalism	Lesson 3: Daily Life in the Middle Ages	Lesson 4: Medieval Economy and Trade	Lesson 5: Medieval Christianity and Monasticism
Objective: Introduce the Middle Ages as a period between the fall of the Roman Empire and the Renaissance. Activities: Timeline activity: Create a timeline of major events from the end of the Roman Empire to the Renaissance. Discuss the concept of feudalism and its impact on society.	Objective: Explore the political and social structure of medieval Europe, focusing on feudalism. Activities: Feudalism simulation: Students role-play as lords, vassals, and peasants to understand the hierarchical structure and obligations. Discuss the role of castles, knights, and chivalry in medieval society.	Objective: Understand daily life, social classes, and cultural aspects of medieval Europe. Activities: Role-playing activity: Students simulate different roles (serf, monk, noblewoman) and discuss their daily routines and responsibilities. Create a mini-booklet or poster illustrating aspects of daily life, such as food, clothing, housing, and entertainment.	Objective: Explore the economy, trade routes, and guilds in medieval Europe. Activities: Trade simulation game: Students simulate trade activities between medieval towns, negotiating goods and solving disputes. Research project: Investigate the role of guilds in medieval society and their impact on craftsmanship and trade.	Objective: Understand the influence of Christianity, monasticism, and the Church in medieval Europe. Activities: Discuss the role of the Catholic Church, including sacraments, religious orders (ex: Benedictines), and the power of the Pope. Research project: Students research and present on famous monasteries and their contributions to medieval society.

Property of Bedminster Township School District

Lesson 6: The Crusades Objective: Study the causes, events, and consequences of the Crusades. Activities: Map activity: Trace the routes of the Crusades and major Crusader states (ex: Kingdom of Jerusalem). Debate activity: Students debate the motivations behind the Crusades and their impact on Europe, the Middle East, and Christian-Muslim relations.	**Lesson 7: Medieval Art and Architecture** Objective: Explore medieval art styles, architecture, and cathedrals. Activities: Art workshop: Students create their own illuminated manuscripts or stained glass designs inspired by medieval art. Virtual tour: Explore virtual reconstructions or images of medieval cathedrals (ex: Chartres Cathedral, Notre Dame).	**Lesson 8: Medieval Literature and Legends** Objective: Understand medieval literature, including epic poems, romances, and legends. Activities: Read excerpts from medieval literature (ex: Chaucer's Canterbury Tales, Arthurian legends) and discuss their themes and cultural significance. Creative writing: Students write their own medieval-style legend or poem inspired by medieval themes.	**Lesson 9: Decline of Feudalism and the Black Death** Objective: Analyze the factors contributing to the decline of feudalism and the impact of the Black Death. Activities: Timeline activity: Create a timeline of events leading to the decline of feudalism and the spread of the Black Death. Discuss the economic, social, and demographic consequences of the Black Death on medieval society.	**Lesson 10: Legacy of the Middle Ages** Objective: Explore the lasting impact of the Middle Ages on European culture, institutions, and ideas. Activities: Research project: Students research and present on lasting contributions of the Middle Ages (ex: Magna Carta, Gothic architecture, universities). Debate or discussion: Reflect on the legacy of medieval ideas (ex: feudalism, chivalry, courtly love) in modern society.
Lesson 11: Review and Culminating Projects Objective: Review key concepts, achievements, and learnings from the unit. Activities: Kahoot quiz or review game covering the Middle Ages' history, achievements, and cultural aspects. Culminating project: Students choose a topic (ex: Crusades, medieval art, Black Death) and create a presentation, poster, or multimedia project to showcase their knowledge and understanding.				

Accommodations/Modifications:
Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan
At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)

Property of Bethlehem Township School District

504s: additional time; preferential seating; other modifications as per the individual plan
ELLs: google translate (an needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students
G&T: Pursuit of independent self guided projects as a supplement to curriculum

New Jersey Student Learning Standards:

NJSLS: Reading: History/Social Studies

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLS Social Studies

- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoPP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.

Property of Bedminster Township School District

- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

21st Century Life and Career Skills:
9.1 Personal Financial Literacy Standard
9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2 Career Awareness
9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

- Students will examine the Feudal System of the Middle Ages and explore how it evolved and changed throughout the history of Europe.

9.4 Life Literacies and Key Skills
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.3: Compare past problem-solving solutions of local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Property of Cranbury-Monroe Township School District

Technology:
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

Global Climate Change:
MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

- The Medieval Warm Period (MWP) was a time of warm climate from about 900 A.D. to 1300 A.D. when global temperatures were apparently somewhat warmer than at present
- Its effects were evident in Europe where grain crops flourished, alpine tree lines rose, many new cities arose, and the population more than doubled
    - Climate.gov, NASA Climate Kids, NOAA Climate Education

LGBTQ+ and Disabilities Law:
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:
See options for SEL integration here: **LINK**
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Subject Area: Social Studies Grade Level: 6		
Unit name / Theme: The Holocaust/Amistad	**Dates when unit will be taught:** June	**Time Frame:** 3 weeks

Content:

- Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation
- Define the term Holocaust and its significance to both US and World history Example Supplementary Material: The World Responds to Holocaust Remembrance Day
- Understand that our choices have consequences that affect other people
- Examine current issues, events, or themes and relate them to past events

Property of Bedminster Township School District

- Be able to differentiate between good and bad behaviors of an individual and a group
- Define the following: **Hero, Bystander, Perpetrator, Collaborator**
- Define and describe the following terms: Bigotry, Racism, Prejudice, Genocide, Discrimination, Stereotype, Scapegoat (LGBTQ+ & Disabilities Law integration through analysis of targeted groups)
- Evaluate the impact of prejudice on a group, individuals, and society
- Develop a personal plan to reduce bigotry and prejudices
- Describe Hitler's life and rule in Nazi Germany
- Understand the importance of the Nuremberg Laws and how they came to be law
- Analyze the impact of Kristallnacht – Night of Broken Glass
- Analyze the response of other nations during the Holocaust

Essestial Questions

1. What factors in Germany lead to the demise of the Weimar Republic, a democracy, and the rise of Adolf Hitler and the Nazi party?
2. How did the Nazi party inculcate the German population in 1930s Germany?
3. What role did propaganda play?
4. What were the Nuremberg Laws, and how do they reflect the build-up of anti-Jewish policies and decrees in 1930s Germany?
5. Why was it so difficult for Jews to leave Germany?
6. What is the meaning and significance of *Kristallnacht*?
7. What lessons can we learn from studying the Holocaust?
8. How does the dehumanization of a group of people in a society occur?
9. What are the differences between responsibility and complicity?
10. How did different motivations impact the persecution and outcome for different victim groups? Why and how did people participate or become complicit in these crimes?
11. How did the Nazis isolate and dehumanize people in the ghettos and camps?
12. How do the Jews become the primary victims of the ghettoization process?
13. How do individuals and groups find ways to resist and maintain their humanity in the face of violence and inhumanity?
14. Why is it important to study the stories of individuals within the context of mass atrocity?

Enduring Understandings

1. Chronological sequencing helps us understand the interrelationship of historical events.
2. Political, economic, social, and cultural factors both change and stay the same over time.
3. Historical events may have single, multiple, and direct and indirect causes and effects.
4. Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
5. World War I had devastating effects on Germany.
6. Our choices are shaped by the world around us and influence our identity and behavior.

Property of Bethlehem Area School District

7. Genocide is a possible consequence of prejudice and discrimination
8. The decisions people make about who belongs & who is excluded shapes our interactions
9. Propaganda is a powerful weapon.
10. The Holocaust was a continent-wide genocide that targeted not only individuals but entire communities and cultures
11. The Holocaust was an evolutionary process; extermination plans evolved in stages
12. There were numerous victim groups that were targeted for Nazi persecution and mass murder
13. Nazi policy toward Jews changed throughout the Holocaust, from pressure to leave, to forced isolation and lastly to extermination
14. Targeted groups sought ways to maintain their dignity and previous ways of life
15. Individuals imprisoned in the ghettos and camps resisted spiritually and physically as they attempted to maintain their sense of humanity
16. It is not possible for us to fully understand the experiences of those who were victimized by the Nazi

Core Instructional Materials: *Harcourt Social Studies - World History*

Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, IXL

Assessments:

Pre-Assessment:

- K-W-L Chart:
  - Ask students to complete a K-W-L (Know-Want to Know-Learned) chart. In the "Know" column, they can list what they already know about the Holocaust. In the "Want to Know" column, they write down questions or topics they are curious about. After the unit, they revisit the chart and fill in the "Learned" column.
- Timeline Construction:
  - Provide a timeline template or ask students to create their own timeline of key events leading up to and during the Holocaust. They can include significant dates, policies, and actions taken by the Nazi regime.
  - Assess their chronological understanding and knowledge of historical events related to the Holocaust.
- Personal Connections Reflection:
  - Ask students to reflect on any personal connections or family histories related to the Holocaust. This can be done through a written reflection or a class discussion, emphasizing the importance of sensitivity and respect.
  - Provide an opportunity for students to share personal connections, if comfortable, and assess their emotional awareness.

Formative Assessment

- Character Analysis Journals:
  - Assign students to read accounts, diaries, or biographies of individuals who lived during the Holocaust. Have them create character analysis journals, exploring the thoughts, emotions, and experiences of the individuals they read about.
  - Assess empathy, understanding of historical context, and the ability to analyze the perspectives of individuals during the Holocaust.
- Holocaust Survivor Letter:
  - Encourage students to write a letter from the perspective of a Holocaust survivor, expressing their thoughts, emotions, and

Property of Bedminster Township School District

experiences. This can be based on research, survivor testimonies, or fictional narratives.
    - Assess historical empathy, research skills, and the ability to articulate the experiences of individuals during the Holocaust.

Self-Reflection/Self-Assessment:

- Learning Logs:
    - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.
- Goal Setting and Review:
    - Encourage individuals to set short-term and long-term goals. Periodically, they can review their progress, assess what worked well, and identify adjustments needed for achieving their goals.

Summative Assessment:

- Historical Narratives Project:
    - Ask students to create historical narratives that incorporate primary sources, survivor testimonies, and fictional elements to tell the stories of individuals or families during the Holocaust.
    - Evaluate storytelling skills, empathy, and the ability to weave historical facts into a compelling narrative
- Holocaust Survivor Interview:
    - Invite a Holocaust survivor or a guest speaker to share their experiences with the class. Following the presentation, students can write reflective essays or conduct interviews with the survivor to document their insights.
    - Assess active listening, empathy, and the ability to engage with firsthand accounts.

Alternative Assessment:

- Holocaust Personal Connection Project:
    - Encourage students to explore their family history or personal connections to the Holocaust. They can create a project that includes interviews, family narratives, or artifacts related to their own history.
    - Assess personal connections, empathy, and the ability to explore the impact of the Holocaust on individual families.

Benchmarks:

- Mid-Unit Checkpoint:
    - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
    - Use this information to make any necessary adjustments to your teaching approach.
- Skills Development Checkpoint:
    - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
    - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Writing Expansion:

- Write a journal entry from the perspective of a member of the Jewish resistance or a partisan fighting against the Nazis. Describe their actions, motivations, and challenges faced in resisting oppression and protecting fellow Jews.
- Compare and contrast instances of prejudice and discrimination during the Holocaust with examples from other historical or contemporary events. Discuss the impact of prejudice on individuals, communities, and societies.

Property of Belmar Township School District

- Research the life of Anne Frank and write an essay exploring her diary, "The Diary of a Young Girl." Discuss Anne's experiences in hiding, her thoughts on humanity, and the significance of her diary as a testimony to the Holocaust's impact on children.

Unit: The Holocaust/Amistad

Lesson 1: Understanding the Holocaust Objective: Introduce the Holocaust as a tragic event in history. Activities: Define key terms: Holocaust, genocide, anti-Semitism. Watch an age-appropriate documentary or short film introducing the Holocaust. Discuss why it is important to study the Holocaust and its relevance today.	**Lesson 2: Rise of Nazism and Anti-Semitic Policies** Objective: Explore the rise of Nazism in Germany and anti-Semitic policies leading to the Holocaust. Activities: Timeline activity: Create a timeline of key events from Hitler's rise to power to the start of World War II. Discuss Nazi ideology, propaganda, and the Nuremberg Laws. Read and discuss personal stories or testimonies of Holocaust survivors (age-appropriate excerpts).	**Lesson 3: Life in Nazi Ghettos** Objective: Understand the establishment of ghettos and their impact on Jewish communities. Activities: Research project: Students research and present on a specific ghetto (ex: Warsaw Ghetto) and its conditions. Read and discuss excerpts from diaries or memoirs of individuals who lived in ghettos.	**Lesson 4: Introduction to Concentration Camps** Objective: Explore the purpose and conditions in Nazi concentration camps. Activities: Virtual tour: Explore virtual reconstructions or images of concentration camps (ex: Auschwitz, Dachau). Discuss the hierarchy within camps, treatment of prisoners, and the use of forced labor.	**Lesson 5: Acts of Resistance** Objective: Investigate acts of resistance and rescue efforts during the Holocaust. Activities: Research project: Students research and present on individuals or groups involved in resistance efforts (ex: Warsaw Ghetto Uprising, Oskar Schindler). Discuss moral dilemmas and ethical choices faced by individuals during the Holocaust.
Lesson 6: Righteous Among the Nations Objective: Explore the stories of non-Jewish individuals who risked their lives to save Jews during the Holocaust. Activities: Read and discuss stories of Righteous Among the Nations recognized by Yad Vashem. Reflect on the qualities of courage, empathy, and altruism demonstrated by rescuers.	**Lesson 7: Liberation and Aftermath** Objective: Study the liberation of concentration camps and the immediate aftermath of the Holocaust. Activities: Watch testimonies or interviews with Holocaust survivors about their experiences during liberation. Discuss the challenges faced by survivors and displaced persons after the war.	**Lesson 8: Remembering the Holocaust** Objective: Understand the importance of remembrance and commemoration of the Holocaust. Activities: Art project: Create artwork (ex: memorial posters, poems) reflecting on the lessons of the Holocaust. Discuss how museums, memorials, and annual commemorations (ex: Holocaust Remembrance Day) help preserve memory and educate future generations.	**Lesson 9: Lessons Learned and Human Rights** Objective: Reflect on the lessons of the Holocaust and their relevance to promoting human rights today. Activities: Group discussion: Reflect on the causes and consequences of prejudice, discrimination, and genocide. Write reflections or letters discussing actions that can be taken to prevent similar atrocities in the future.	**Lesson 10: Review and Culminating Projects** Objective: Review key concepts, achievements, and learnings from the unit. Activities: Kahoot quiz or review game covering the Holocaust's history, key figures, and lessons learned. Culminating project: Students choose a topic (es: a specific aspect of the Holocaust, a survivor's story) and create a presentation, poster, or multimedia project to showcase their understanding and reflections.

Property of Bedminster Township School District

Accommodations/Modifications:
Special Education: Modified tests quizzes and other assessments (by SpED ICS); additional time; preferential seating; other modifications as per the individual plan
At Risk: positive recognition for contributions, teamwork and partners with other students, preferential seating, extra time/help, small group instruction (as needed)
504s: additional time; preferential seating; other modifications as per the individual plan
ELLs: google translate (an needed for vocabulary), peer and native language support, drawing or pictorial representation of key terms, write language objectives clearly for students
G&T: Pursuit of independent self guided projects as a supplement to curriculum

New Jersey Student Learning Standards:
NJSLS: Reading: Science & Technical Subjects

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6. Assess how point of view or purpose shapes the content and style of a text.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

10. Read and comprehend complex literary and informational texts independently and proficiently.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

NJSLS Social Studies

Proposed Examined Township School District

- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- 6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."
- 6.2.12.HistoryUP.4.: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

21st Century Life and Career Skills:
9.1 Personal Financial Literacy Standard
9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2 Career Awareness
9.2.8.B.4 Evaluate how traditional and non-traditional careers have evolved regionally, nationally, and globally.

9.4 Life Literacies and Key Skills
9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Property of Bedminster Township School District

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Technology:
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

- Use of Laptops for word processing and spreadsheet construction and analysis of data; use appropriate internet resources for research; use Google classroom and Google docs to work in groups remotely.

Global Climate Change:
MS-ESS 3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

- Climate change and human rights are inextricably connected.
  - Climate.gov, UNESCO - Climate Change Education, NOAA Climate Education

LGBTQ+ and Disabilities Law:
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Social/Emotional Learning:
See options for SEL integration here: **LINK**
based on: 1) self-awareness 2) self-management 3) social awareness 4) relationship skills 5) responsible decision-making

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level (IEP as needed)
- Use alternate texts at lower readability level (504, as needed)
- Use alternate texts at lower readability level (Google Translate for ELLs)
- Work with fewer items per page or line and/or materials in a larger print size (IEP as needed)

Property of Bedminster Township School District

- Work with fewer items per page or line and/or materials in a larger print size (504 as needed)
- Work with fewer items per page or line and/or materials in a larger print size (ELL)
- Use magnification device, screen reader, or Braille / Nemeth Code (IEP as needed)
- Use magnification device, screen reader, or Braille / Nemeth Code (504 as needed)
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) (IEP, if needed)
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) (504, if needed)
- Be given a written list of instructions (IEP as needed)
- Be given a written list of instructions (504 as needed)
- Be given a written list of instructions (ELL)
- Record a lesson, instead of taking notes (At Risk)
- Have another student share class notes with him (IEP)
- Have another student share class notes with him (504)
- Have another student share class notes with him (At Risk)
- Have another student share class notes with him (ELL)
- Be given an outline of a lesson (IEP)
- Be given an outline of a lesson (504)
- Be given an outline of a lesson (ELL)
- Be given an outline of a lesson (At Risk)
- Be given a copy of teacher's lecture notes (IEP)
- Be given a copy of teacher's lecture notes (504)
- Be given a copy of teacher's lecture notes (At Risk)
- Be given a study guide to assist in preparing for assessments (IEP)
- Be given a study guide to assist in preparing for assessments (504)
- Be given a study guide to assist in preparing for assessments (ELL, At Risk)
- Use visual presentations of verbal material, such as word webs and visual organizers (IEP)
- Use visual presentations of verbal material, such as word webs and visual organizers (504)
- Use visual presentations of verbal material, such as word webs and visual organizers (ELL, At Risk)
- Use manipulatives to teach or demonstrate concepts (IEP)
- Use manipulatives to teach or demonstrate concepts (504)
- Use manipulatives to teach or demonstrate concepts (At Risk)

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English (IEP, ELL)
- Dictate answers to a scribe (IEP)
- Dictate answers to a scribe (504)

Property of Bedminster Township School District

- Dictate answers to a scribe (ELL)
- Capture responses on an audio recorder (IEP)
- Capture responses on an audio recorder (504)
- Capture responses on an audio recorder (At Risk)
- Use a spelling dictionary or electronic spell-checker (IEP, At Risk)
- Use a spelling dictionary or electronic spell-checker (504)
- Use a word processor to type notes or give responses in class (IEP, At Risk , ELL)
- Use a word processor to type notes or give responses in class (504)

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions (IEP, At Risk , ELL)
- Work or take a test in a different setting, such as a quiet room with few distractions (504, if stated)
- Sit where he learns best (for example, near the teacher & away from distractions) (IEP, if stated, At Risk, ELL)
- Sit where he learns best (for example, near the teacher & away from distractions) (504)
- Use special lighting or acoustics (IEP, if stated)
- Use special lighting or acoustics (504, if stated)
- Take a test in small group setting (IEP, if stated, At Risk)
- Take a test in small group setting (504, if stated)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) (IEP, if stated, At Risk)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) (504, if stated)
- Use noise buffers such as headphones, earphones, or earplugs (IEP, if stated)
- Use noise buffers such as headphones, earphones, or earplugs (504, if stated)

Timing Accommodations

- Take more time to complete a task or a test (IEP, if stated, At Risk)
- Take more time to complete a task or a test (504, if stated)
- Have extra time to process oral information and directions (IEP, 504, if stated, At Risk, ELL)
- Have extra time to process oral information and directions (IEP, if stated, At Risk, ELL)
- Take frequent breaks, such as after completing a task (504, if stated)

Scheduling Accommodations

- Take more time to complete a project (IEP, if stated, At Risk)
- Take more time to complete a project (504, if stated)
- Take a test in several timed sessions or over several days (IEP, if stated, At Risk)
- Take a test in several timed sessions or over several days (504 if stated)
- Take sections of a test in a different order (IEP, if stated, At Risk)

Property of Northwest Township School District

- Take sections of a test in a different order (504, if stated)
- Take a test at a specific time of day (IEP, if stated)
- Take a test at a specific time of day (504, if stated)

Organization Skills Accommodations

- Use an alarm to help with time management (IEP, if stated)
- Use an alarm to help with time management (504, if stated)
- Mark texts with a highlighter (IEP, if stated, At Risk)
- Mark texts with a highlighter (504, if stated)

Assignment Modifications

- Answer fewer or different test questions (IEP, if stated, At Risk, ELL)
- Answer fewer or different test questions (504, if stated)
- Create alternate projects or assignments (IEP, 504, if stated, At Risk, ELL, Gifted Students)
- Create alternate projects or assignments (504, if stated)

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill) (Gifted Students)
- Get graded or assessed using a different standard than the one for classmate (504, if stated)
- Get graded or assessed using a different standard than the one for classmate (IEP, if stated, At Risk, ELL, Gifted Students)

Property of Bedminster Township School District