Cliffside Park Public Schools

GRADE: 6

Sixth Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: April/May/June

Unit Name: Unit 8: Empires of Asia and Americas ● Chapter 17: The Early Middle Ages ● Chapter 18: The Later Middle Ages ● Chapter 19: The Renaissance and Reformation **Resource:** Holt McDougal. Ancient Civilizations through the Renaissance, 2012 **Duration:** April/May/June
Essential Questions: ● How did life in Europe change after the fall of Rome? ● How did religion affect Europe's political and social life during the later Middle Ages? ● What political and economic changes led to the Renaissance?
Enduring Understandings: ● After the Roman Empire fell, Europe became an unstable and violent place.

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NJ Student Learning Standards for Literacy

ELA - Literacy. RH.6-8.1-10

NJ Student Learning Standards for Social Studies:
6.2.8.D.3.e, 6.2.8.A.4.a, 6.2.8.A.4.b, 6.2.8.B.4.a, 6.2.8.B.4.e, 6.2.8.C.4.b, 6.2.8.C.4.c, 6.2.8.D.4.f, 6.2.8.A.4.a, 6.2.8.A.4.c, 6.2.8.B.4.b, 6.2.8.B.4.e, 6.2.8.B.4.g, 6.2.8.C.4.e, 6.2.8.D.4.b, 6.2.8.D.4.d, 6.2.8.D.4.e, 6.2.8.D.4.f, 6.2.8.D.4.h, 6.2.8.C.3.b, 6.2.8.B.4.g, 6.2.8.C.4.c, 6.2.8.D.4.g, 6.2.8.D.4.h

Technology:
- 8.1.8.A.1   Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2   Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.A.3   Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Citizenship:
6.3.8.A.1, 6.3.8.A.2, 6.3.4.8.3

Interdisciplinary Connections:

- Students will read secondary sources about the Black Plague and create a K-W-L chart about the topic.
  - RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Technology:
- PowerPoint presentations
- Interactive SmartBoard activities
- video projects

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Language Arts Literacy:

- A-Z books
- Time for Kids
- Authentic Literature List (appendix) National
- National Geographic for Kids
- Newspapers
- Folklore

Library Science:
- Research: individuals and events in history

Math:
- Graphing
- Mapping distance
- Problem-solving

Science:
- regional, cultural & geographical relationships and connections

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Tier 2 Vocabulary: Eurasia, topography, religion, societal and culture,medieval, monasteries, feudalism, serfs, vassal, chivalry, excommunicate, crusades, humanism

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Tier 3 Vocabulary: quote, identify, infer, interpret, demonstrate analyze, compare, summarize, predict hypothesize

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Core Instructional Materials/Resources/Digital Tools:
i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

Websites:
- **www.webquest.com**
- **www.free.ed.gov**
- **www.nationalgeographic.com**
- **www.educationworld.com**
- **http://njamistadcurriculum.com/**
- **http://www.state.nj.us/state/divisions/historical/**
- **www.pearsonsuccessnet.com**
- www.pearsonsuccessnetplus.com

 Books:
A-Z BOOKS:
- *World History: Ancient Civilizations Through the Renaissance* (Holt McDougal, 2012)

Primary sources:

- PearsonSuccessnetplus.com

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21ˢᵗ Century Themes and Skills: **(CRP Standards)**	**To apply the standards that apply copy and paste from the link.** 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
8.1 Educational Technology	http://www.state.nj.us/education/techno/ **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. **8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. **8.1.5.A.3** Use a graphic organizer to organize information about problem or issue. **8.1.5.A.4** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data **8.1.5.A.5** Create and use a database to answer basic questions. **8.1.5.A.6** Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

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8.2 Technology Education, Engineering, Design, and Computation	
	8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used. **8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. **8.2.5.A.3** Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints **8.2.5.A.4** Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences. **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies.
Assessments and Performance Tasks:	Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit. **Activities:** • Find current events to compare community, state, national & global challenges **Assessments** • Class Participation/ Informal observations • Notes/ Writing Assignments • Rubrics • Chapter 17, 18 and 19 Test • Projects

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Formative Assessments
- Students will complete a blank map of western Europe during the early years of the Middle Ages
- Students will be able to write an essay that examines the fall of the Roman Empire
- Primary Source
  - Students will write a song about the injustices against Martin Luther. Students will use the *95 Theses* as a guide
  - Students will write a response paper to questions from the famous piece of Niccolo Machiavelli, *The Prince*
- Secondary Source
  - Students will examine various pieces of literature from the Black Plague era and write a journal from the perspective of a person who experienced these atrocities

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Differentiation/Accommodations/Modifications *(Alternate Modes of Instruction and Support)*			
Gifted and Talented	**English Language Learners**	**Students with IEPs/504s**	**At-Risk Learners**
Gifted and Talented students will choose three contributors of the Renaissance and identify their impact on this time period. Provide appropriate challenge for wide ranging skills and development areas. Participate in inquiry and project-based learning units of study Assigning roles within partnerships Differentiated supports: content, process, product, environment	English Language Learners will examine the life of Johann Gutenberg and list his accomplishments. Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Pair visual prompts with verbal presentations Frontload and immerse students in literacy and language experiences related to content Provide students with visual models, sentence stems, concrete objects, and hands-on materials. Model procedures for life skills.	Students with IEPs/504s will compare and contrast the influence of John Calvin with that of Martin Luther. Review student individual educational plan and/or 504 plan. Establish procedures for accommodations and modifications for assessments as per IEP/504. Establish procedures for modification of classwork and homework as per IEP/504. Modify classroom environment to support academic and physical needs of the students as per IEP/504.	At-Risk students will compare and contrast the influence of John Calvin with that of Martin Luther Provide Title I services to students not meeting academic standards in ELA and/or Math. Provide instructional adaptations and interventions in the general education classroom. Modify classroom environment to support student needs. Differentiated instruction Basic Skills Intensive individual intervention

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	Collaboration between ELL and general education teacher to maximize learning	Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. Differentiation through content, process, product, environment	

Sources
New Jersey Department of Education: http://www.state.nj.us/education/
New Jersey Student Learning Standards: http://www.state.nj.us/education/aps/cccs/ss/
Pearson, MyWorld Social Studies: https://www.successnetplus.com/
Career Ready Practices: http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf
Educational Technology: http://www.state.nj.us/education/techno/

Holocaust, Genocide, Tolerance, and Acceptance
- 5th-8th grade banded Curriculum through State of New Jersey Commission on Holocaust
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file1.pdf
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file2.pdf
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file3.pdf
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file4.pdf

GRADE: K-6 (Banded Curriculum)

Unit Name: Amistad Education
Duration: 1 week
Enduring Understanding:
● Slaves revolted against their superiors and eventually gained their freedom.
Essential Questions:

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● Why were slaves used in the Americas?   ● How were slaves brought to the Americas?   ● How were slaves on the *Amistad* slave ship able to gain their freedom?
Topics Covered: ● Slavery   ● Amistad   ● Civil War   ● Human rights   ● Africa   ● Middle Passage   ● Triangular Trade
Assessments: **Formative:**   ● Newsela articles   ● www.readworks.com   ● www.izzit.org   ● Upfront Magazine articles   ● Grade appropriate articles regarding slavery   **Summative:**   ● End of unit assessments   ● Writer's workshop reflection   ● Reader's workshop discussion   **Alternative:**   ● Grade appropriate classroom discussions that focus on slavery and the *Amistad* slave revolt

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Relevant Standards:

NJSLS--Social Studies

- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

CCSS (English/Language Arts and Social Studies/History Literacy Standards

- CCSS.ELA-LITERACY.RH.9-10.1 through CCSS.ELA-LITERACY.RH.9-10.10

Interdisciplinary Activities and Connections:

- Social Studies and Art teachers can work together to find drawing/sketching/coloring activities that display bravery.

Core Instructional Materials/Resources/Digital Tools:

- My World Social Studies K-3 Series, Pearson
- Brain Pop
- Teacher Tube
- Youtube
- Supplemental reading materials that focus on slavery and the Amistad

Modifications to Support		Modifications to Support Our Learners

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Gifted and Talented Students	Modifications to Support English Language Learners	(Students with IEPs/504s and At-Risk Learners)
- Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas. - Amplify learning by providing more challenging texts - Allow G & T students to complete author studies on specific writers during this time period - Create Google Slide presentation on pertinent topics from within the unit	- Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas. - Allow for peer to peer collaboration within the classroom - Assign an English speaking mentor to help student with language difficulties - Have ELL teacher assist in appropriate modifications and	- Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas. - Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports - Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) - Text to speech - Students will be provided with graphic organizers - Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting - Students will not be penalized for spelling and grammar errors - Teachers will meet with collaborative teacher to discuss individual modifications for each student

● Allow G & T students to identify and define higher level terms within the unit of study	accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language	