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Cliffside Park Public Schools

GRADE: 6

Sixth Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: January, February, March

Unit 7: Empires of Asia and Americas

- Chapter 14: China
- Chapter 15: Japan
- Chapter 16: Early Americas

Resource: Holt McDougal. Ancient Civilizations through the Renaissance, 2012

Duration: January/February/March

Essential Questions:

- How did China change after the fall of the Han dynasty?
- How did the Japanese blend borrowed customs and native traditions into a unique culture?
- What led to the development of complex societies in the Americas?

Enduring Understandings:

- Ancient China and Japan greatly influenced the discovery and advancement of the Americas



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NJ Student Learning Standards for ELA:

RH.6-8.1-10

NJ Student Learning Standards for Social Studies:

6.2.8.A.3.a, 6.2.8.C.3.a, 6.2.8.C.3.b, 6.2.8.D.3.a, 6.2.8.D.3.e, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.e, 6.2.8.C.4.a, 6.2.8.C.4.b, 6.2.8.D.4.a, 6.2.8.D.4.c, 6.2.8.D.4.g, 6.2.8.D.4.j, 6.2.8.d.3.e, 6.2.8.a.4.a, 6.2.8.b.4.f, 6.2.8.D.4.j, 6.2.8.C.3.c, 6.2.8.A.4.a, 6.2.8.B.4.a, 6.2.8.B.4.e, 6.2.8.B.4.h, 6.2.8.C.4.a, 6.2.8.C.4.b, 6.2.8.D.4.c, 6.2.8.D.4.j

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 Ancient China and Ancient Japan and create a Venn Diagram that compares the culture of the two civilizations.
 - RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Technology:



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- www.hmhsocialstudies.com
- Internet Activity: Confusianism
- Animated History Spread of Buddhism
- Internet Activity: Marco Polo, The voyages of Zheng He, The Forbidden City, The Great Wall of China, Art of Japan, Japan's Samurai,
Samurai Society, Adding the Maya Way, Aztec Roles, Chinampas, Brochure on Machu Picchu
- www.historyChannel
- Genghis Khan: Terror and Conquest
- Rise of the Samurai Class
- Japan and the Samurai Warrior
- Samurai in the Modern World
- Maya: The Disappearance
- Atzecs: Culture of Art And Death
- Quick facts transparency
- Online chapter summaries
- Online quiz: Section 1,2, and 3

Language Arts Literacy:

- A-Z books
- *China* Multilevel Book, Nonfiction Series,
- The Golden Flute Leveled Book, Folktale (fiction), Q (Grade 3)
A traditional Chinese folktale,
- *The Great Wall of China*
- Multilevel Book, Nonfiction Series, Informational (nonfiction), 1265 words, Level V
- Time for Kids
- Authentic Literature List (appendix) National
Multilevel Book, Nonfiction Series, Informational (nonfiction), 1505 words, Level Z (Grade 5)
- *Cali and Wanda Lou*



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- https://www.readinga-z.com/site_and_dist/nonbooks/countries_around_the_world_country_maps/caw_map_of_japan.pdf
- *Ancient Cliff Dwellers*, Leveled Book, Informational (nonfiction), 2084 words, Level
- *The Inuit: Northern Living*, Leveled Book, Informational (nonfiction), 1834 words, Level
- OBSERVE Martin Luther King Jr. Day: catalyst for social change
- *Martin Luther King Jr.*
Multilevel Book, Biography (nonfiction)
- National Geographic for Kids
- Newspapers

Library Science:

- Research: individuals and events in history
- **Math:**
- Mapping distance
- Problem-solving

Science:

- regional, cultural & geographical relationships and connections

Tier 2 Vocabulary: identify, cause and effect, elaborate, recall, draw conclusions, analyze, comprehension, critical thinking, theme, central idea, influence, development, compare contrast

Tier 3 Vocabulary: porcelain, woodblock printing, gunpowder, compass, bureaucracy, civil service, scholar-official, clans, regent, court, daimyo, samurai, figurehead, shogun

Websites:

- www.webquest.com
- www.free.ed.gov



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- www.nationalgeographic.com
- www.educationworld.com
- <http://njamistadcurriculum.com/>
- <http://www.state.nj.us/state/divisions/historical/>
- www.pearsonsuccessnet.com
- www.pearsonsuccessnetplus.com
- google classroom

Primary sources:

- PearsonSuccessnetplus.com
- *World History: Ancient Civilizations Through the Renaissance* (Holt McDougal, 2012)

21st Century Themes and Skills:

(CRP Standards)

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.

<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



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<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>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.</p> <p>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.</p> <p>8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system.</p> <p>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</p> <p>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.</p> <p>8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.</p>
<p>Assessments and Performance Tasks:</p>	<p>Activities:</p> <ul style="list-style-type: none">• Compare & contrast information• Use geographical tools: political and physical maps;



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- Find current events to compare community, state, national & global challenges and

Assessments

Notes/ Class Participation

- Rubrics
- Chapter 14,15,16 Tests

Formative Assessments:

- Students will color the various dynasties on a map of Ancient China
- Students will illustrate a step-by-step process of rice cultivation in eastern Asia
- Primary Source:
 - Students will read and assess the poem, *Quiet Night Thoughts* by Li Bo, and examine how this influenced the Chinese culture
 - Students will read passages from *Confucian* workbooks and compare these beliefs to other religions of the world
- Secondary Source:
 - Students will research Kublai Khan and write a persuasive essay that examines if he should be viewed as a villain or a hero.
 - Students will compare and contrast the Japanese military from the 17th & 18th centuries to that of America today.

Differentiation/Accommodations/Modifications
(Alternate Modes of Instruction and Support)

Gifted and Talented

English Language Learners

Students with IEPs/504s

At-Risk Learners



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<p>Gifted and Talented students will read excerpts from, <i>The Tale of the Genji</i>, and identify how these ideas were apparent in the Japanese culture.</p> <p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>English Language Learners will examine how their culture was influenced by the Maya, Inca, or Aztec Empires.</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>Students with IEPs/504s will create a Venn Diagram that examines the Aztec and Inca Empires.</p> <p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>At-Risk Learners will create a Venn Diagram that examines the Aztec and Inca Empires.</p> <p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>
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Sources

New Jersey Department of Education: <http://www.state.nj.us/education/>



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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/>