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## Cliffside Park Public Schools

GRADE: 6

### Sixth Grade Curriculum

Cliffside Park Elementary Schools

August 2018

**Duration: November/December**

**Unit Name:**

- Chapter 12: The Islamic Worlds
- Chapter 13: Early African Civilizations

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

**Duration:** November/December

**Essential Questions:**

- How were the Muslim leaders able to spread Islam and create an empire?
- What factors shaped early African civilizations?

**Enduring Understandings:**

- How politics might have been a factor in the expansion of Muslim rule

**NJ Student Learning Standards for Social Studies**



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

### NJ Student Learning Standards for ELA:

RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10

### Interdisciplinary Connections:

- Students will analyze the Five Pillars and define important terms within the text.
  - NJLSA.R4. 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.

### Technology:

- [www.hmhsocialstudies.com](http://www.hmhsocialstudies.com) :Life of Muhammed Time Line/Congo Basin Ecosystems/African Ancestry



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- [www.historychannel.com](http://www.historychannel.com) : Video, Taj Majal
- [www.webquest.com](http://www.webquest.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- <http://mce.k12tn.net/>
- [www.free.ed.gov](http://www.free.ed.gov)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.educationworld.com](http://www.educationworld.com)
- <http://njamistadcurriculum.com/>
- <http://www.state.nj.us/state/divisions/historical/>
- PowerPoint presentations (Teacher created/Holt McDougal resources)
- Interactive SmartBoard activities (Holt/McDougal resources)
- video projects

### **Language Arts Literacy:**

- A-Z books

#### Ancient Egypt

#### Happy New Year Around the World

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

### **Library Science:**

- Research: individuals and events in history

### **Science:**

- regional, cultural & geographical relationships and connections



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### **Literacy and Art:**

- Students research mosques and find a specific famous mosque to research. Students work in small groups to build a model of the mosque.

**Tier 2 Vocabulary:** Identify, cause and effect, chronological order, elaborate, recall, draw conclusions, analyze, comprehension, critical thinking, theme, central idea, influence, development, compare, contrast, culture

**Tier 3 Vocabulary:** oasis, caravan, Muhammad, Islam, Muslim, Qur'an, pilgrimage, mosque, jihad, Sunnah, Five Pillars of Islam, Abu Bakr, caliph, tolerance, Janissaries, Mehmed II, Suleyman I, Shia, Sunni, Ibn Battutah, Sufism, Omar Khayyam, patrons, minaret, calligraphy. Rifts, sub-Saharan Africa, Sahel, savannah, rain forests, extended family, animism, silent barter, Tunka Manin, Sundiata, Mansa Musa, Sunni Ali, Askia the Great, oral history, griots, proverbs, kente

### **Core Instructional Materials/Resources/Digital Tools:**

#### **Websites:**

- **Google classroom**
- **[www.webquest.com](http://www.webquest.com)**
- **[www.free.ed.gov](http://www.free.ed.gov)**
- **[www.nationalgeographic.com](http://www.nationalgeographic.com)**
- **[www.educationworld.com](http://www.educationworld.com)**
- **<http://njamistadcurriculum.com/>**
- **<http://www.state.nj.us/state/divisions/historical/>**
- **[www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)**
- **[www.pearsonsuccessnetplus.com](http://www.pearsonsuccessnetplus.com)**
- **<https://www.readinga-z.com/>**



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### Primary sources:

- Holt McDougal Primary Sources

### 21<sup>st</sup> Century Themes and Skills:

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

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



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	<p><b>8.1.5.A.4</b> Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p><b>8.1.5.A.5</b> Create and use a database to answer basic questions.</p> <p><b>8.1.5.A.6</b> Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p>
<p><b>8.2 Technology Education, Engineering, Design, and Computation</b></p>	<p><b>8.2.5.A.1</b> Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</p> <p><b>8.2.5.A.2</b> Investigate and present factors that influence the development and function of a product and a system.</p> <p><b>8.2.5.A.3</b> Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints</p> <p><b>8.2.5.A.4</b> Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</p> <p><b>8.2.5.A.5</b> Identify how improvement in the understanding of materials science impacts technologies.</p>
<p><b>Assessments and Performance Tasks:</b></p>	<p><b>Activities:</b></p> <p>MAP SKILLS &amp; GEOGRAPHY</p> <ul style="list-style-type: none"><li>• compare &amp; contrast information that can be found on different types of maps</li><li>• use geographical tools: political and physical maps; globes</li><li>• directionality: north, south, east, west</li></ul> <p>CURRENT EVENTS</p> <ul style="list-style-type: none"><li>• community, state, national &amp; global challenges and solutions</li></ul> <p>AFRICAN-AMERICAN HISTORY</p> <ul style="list-style-type: none"><li>• historical figures</li></ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"><li>• Informal Observations/class participation</li></ul>



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- Note taking/writing assignments
- Rubrics
- Chapter 12 and 13 tests
- Project

### **Formative Assessments:**

- Students will create a timeline that lists the important events of the Islamic religion in chronological order
- Students will trace the trade routes (land and water) on a map of the Arabian Peninsula
- Primary Source:
  - Students will read, *I Love My Country*, by Nazim Hikmet and identify the problems he faced because of religious persecution
- Secondary Source:
  - Students will create a poster that illustrates the Five Pillars of Islam.
  - Students will create a Venn Diagram that compares the Bible, Torah, and Qur'an

### **Summative Assessments:**

- Unit test, benchmark assessment, quarterly exam

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



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Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Gifted and Talented students will research about the the Hagia Sophia and explain its importance on the Muslim world.</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 list reasons for Muhammad’s success in unifying the Muslim world</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 list important facts regarding the Blue Mosque</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 list important facts regarding the Blue Mosque</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/>

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/>