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Cliffside Park Public Schools

GRADE: 6

Sixth Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: September/October

Unit 5: The Roman World

- Chapter 10: The Roman Republic
- Chapter 11: Rome and Christianity

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

Duration: September/October

Essential Questions:

- How did Rome become the dominant power in the Mediterranean region?
- How did Roman Empire fall, and what is its legacy?

Enduring Understandings:

- Rome's location and government helped it become a major power in the ancient world.

NJ Student Learning Standards for Social Studies



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6.2.8.A.3.a, 6.2.8.A.3.b, 6.2.8.A.3.c, 6.2.8.A.3.e, 6.2.8.C.3.a, 6.2.8.D.3.a, 6.2.8.B.4.g, 6.2.8.A.33.a, 6.2.8.A.3.e, 6.2.8.C.3.c, 6.2.8.D.3.c, 6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.D.3.f, 6.2.8.B.4.g, 6.2.8.D.4.a, 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

NJ Student Learning Standards for ELA

RH.6.8.1-10

Interdisciplinary Connections:

- Students will create a Venn Diagram that compares the role of women in Ancient Greece to those in Ancient Rome.
 - 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/Instructional:

www.hmhsocialstudies.com

- Internet Activity: Aeneid Adaption
- Animated History Seven Hills of Rome
- Internet Activity: Government Comparison, Campaign Poster, Art inspired by Jesus, Barbarian Invasions
- Animated History : Expansion of Rome, Roman Aqueducts, The Division of the Roman Empire



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www.historychannel.com

- The Roman Republic is Born
- The Glory of Rome's Forum
- Carthage: Defeat at Carthage
- The Rise of the Roman Cities
- The Glory of the Colosseum
- Ancient Rome: Mobile Security
- Quick facts transparency : The Roman Republic Visual Summary
- Online chapter summaries

Language Arts Literacy:

- A-Z books

Walking in Roman Footsteps (level Q)

The Roman Empire Faces Attila (Level V)

- Time for Kids
- Authentic Literature List (appendix) National
Tiger, Tiger by Lynne Reid Banks
Atticus of Rome by Barry Denenberg
Thieves of Ostia; A Roman Mystery by Carolyn Lawrence
- National Geographic for Kids
- Newspaper

Library Science:

- Research: individuals and events in history

- **Math:**
- Mapping distance



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- Problem-solving

Science:

- regional, cultural & geographical relationships and connections

Art:

- Research artists and architecture

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: Aeneas, Romulus and Remus, republic, dictators, Cincinnatus, plebeians, patricians, magistrates, consuls, veto, checks and balances, legions, Punic Wars, Hannibal, Cicero, Julius Caesar, currency, aqueduct, civil law, crucifixion, disciples, corruption, Attila

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

Websites:

- www.webquest.com
- www.historychannel.com
- www.hmhsocialstudies.com
- www.free.ed.gov
- www.nationalgeographic.com
- www.educationworld.com
- <http://njamistadcurriculum.com/>
- <http://www.state.nj.us/state/divisions/historical/>
- www.pearsonsuccessnetplus.com
- google classroom
- www.mrdowling.com



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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.

8.1 Educational Technology

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

- 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.



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<p>8.2 Technology Education, Engineering, Design, and Computation</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>8.1 Educational Technology</p>	<p>http://www.state.nj.us/education/techno/</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of 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>



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<p>Assessments and Performance Tasks:</p>	<p>Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit.</p> <p>Activities:</p> <ul style="list-style-type: none">• Observe September 11• Observe Constitution Day: identify the Constitution as a document granting rights to Americans• Observe Columbus Day: explain how voyage led to creation of United• Compare & contrast information that can be found on different types of maps• Use geographical tools: political and physical maps;



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

Assessments

- Class Participation/ Informal observations
- Notes/ Writing Assignments
- Rubrics
- Chapter 10 and 11 Test
- Projects

Formative Assessments:

- Students will create a map of Italy that includes important cities, rivers, and, mountain ranges to scale
- Primary Source:
 - Students will read excerpts from, *The Aeneid* by Virgil, and analyze the following:
 - Explain why Romans were proud of their rich history.
 - How did Virgil portray the Latins. Explain
 - Students will read *Paul's Letter to the Romans* and identify how Paul's letter expressed the teachings of Jesus.
- Secondary Source:
 - Create a graphic organizer that compares the government of ancient Rome to that of the United States of America.
 - Students will draw Roman roads on a map of the Roman Empire and write a short analysis of why these specific roads were important to Rome's rich history.

Summative Assessments:

- Unit test, benchmark assessment, quarterly exams



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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
<p>Gifted and Talented students will build a replica Roman city and label each place of importance</p> <p>Gifted and Talented students will write an essay on the causes of the rise and fall of the Roman Empire.</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 write the Twelve Tables and explain them in their own words</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>Students with IEPs/504s will act out the ancient story of Remus and Romulus.</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>At-Risk Learners will act out the ancient story of Remus and Romulus</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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	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	
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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/>