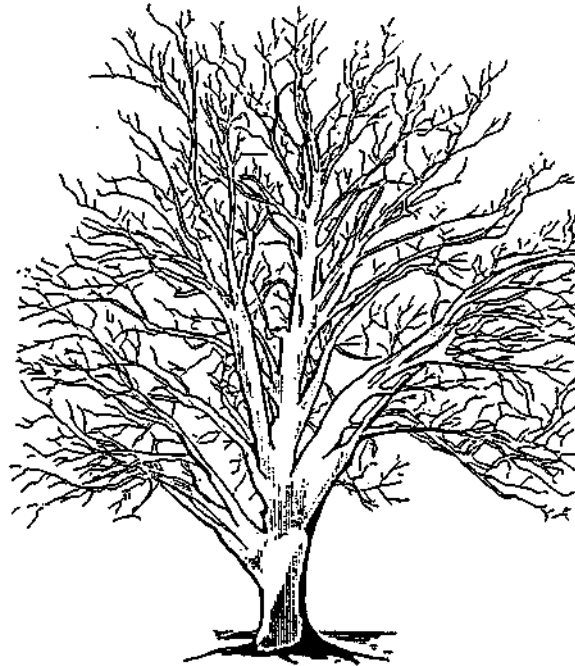


Monroe Township Schools



Curriculum Management System

Social Studies

Grade 6

July 2006

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

**Board Approved: August 2006
Revised: September 2009**

Table of Contents

Monroe Township Schools Administration and Board of Education Members	Page 3
Acknowledgments	Page 4
District Mission Statement and Goals	Page 5
Introduction/Philosophy/Educational Goals	Page 6
National and State Standards	Page 7
Scope and Sequence	Pages 8-12
Goals/Essential Questions/Objectives/Instructional Tools/Activities	Pages 13-25
Benchmarks	Page 26

MONROE TOWNSHIP SCHOOL DISTRICT

ADMINISTRATION

Dr. Kenneth Hamilton, Superintendent
Mr. Jeff Gorman, Assistant Superintendent

BOARD OF EDUCATION

Ms. Amy Antelis, President
Ms. Kathy Kolupanowitz, Vice President
Mr. Marvin Braverman
Mr. Lew Kaufman
Mr. Mark Klein
Mr. John Leary
Ms. Kathy Leonard
Mr. Ira Tessler

JAMESBURG REPRESENTATIVE

Ms. Patrice Faraone

Student Board Members Ms. Nidhi Bhatt
Ms. Reena Dholakia

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers Names: Ken Heim, Pat Smith,
Danielle Graziano, Christopher Sidler (2009 revisions)

Supervisor Name: Bonnie J. Burke, Supervisor of Sciences and Social Studies

Technology Staff: Al Pulsinelli
Reggie Washington
Bill Wetherill

Secretarial Staff: Debbie Gialanella
Geri Manfre
Gail Nemeth

Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To provide an environment that is conducive to learning for all individuals.

To provide learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To provide inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To provide a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To provide a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Our philosophy is to provide children with many opportunities to experience a quality education. While our educational programs take into account the physical, social, and emotional needs of our students, the primary educational focus continues to be largely academic in nature. Emphasis is on acquiring a strong foundation in all subject areas, developing critical thinking and problem-solving skills; while fostering attitudes of social awareness, civic responsibility, and cultural enrichment. Students will also be provided with many opportunities for classroom and individual use and the application of computers with up-to-date software and access to the Internet.

Educational Goals

The sixth grade course in Social Studies correlates with our school goals. In order to develop as effective members of a democratic society, students must understand their historical heritage and see themselves as part of a larger human adventure in time and place. They must appreciate and understand the past and apply the lessons they have learned to their lives today. They must also understand other cultures and learn to accept and respect lifestyles different from their own. Tools in their possession must include a wide range of decision-making and interpersonal skills as well as those traditionally associated with Social Studies.

The sixth grade Social Studies course will focus on the advancement of Ancient civilizations. Students will trace the path of how our government, economy, and social systems had their beginnings in the ancient world. The course will emphasize how our law, family structure, and political ideas are rooted in ancient traditions. This course will allow the student to look at the birth of civilization and the evolution of societies from hunter/gatherers to city-states and empires. The key role of technology in the development of fertile agricultural areas will be explored. The present, as well as the past, will be emphasized throughout the year, and a study of civics, current events, economics, and geography will be integrated with the political history.

This curriculum was written in accordance with the New Jersey Core Curriculum Content Standards for Social Studies and the New Jersey Holocaust/Genocide guidelines.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Social Studies Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Social Studies were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards for grades 5-8 and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Social Studies may also be found at:

http://www.nj.gov/njded/cccs/s6_ss.htm

NJ Educational Mandates:

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

http://www.state.nj.us/njded/holocaust/about_us/mandate.html

The Amistad Bill (A1301), calls on “New Jersey schools to incorporate African-American history into their social studies curriculum.” Passed by the New Jersey legislature in 2002, “The Amistad Bill” created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.

<http://www.theamistadcommission.com/>

The Assistant Deputy Secretary for Innovation and Improvement, Department of Education, announces that, pursuant to legislation passed by Congress, educational institutions receiving Federal funding are required to hold an educational program pertaining to the United States Constitution on September 17 of each year. www.ed.gov/legislation/FedRegister/other/2005-2/052405b.pdf

World History – Grade 6

Scope and Sequence

Quarter I

Big Idea: Our earliest human ancestors developed in Africa, learned to use tools and hunt, then migrated around the world, adapting to new environments. Eventually, they learned how to farm and raise animals.

I. Early Hominid Development

- a. Government – Identify how early people came together in family clans to organize their daily lives.
- b. People – Understand the basic needs of early man and how he modified and adjusted to his environment.
- c. Ideas and Beliefs – Investigate the idea that people must come together in order to survive.
- d. Geography – Examine how early humans living as hunter/gatherers caused them to migrate and how that migration led to the formation of societies.
- e. Economics – Discuss how the growth of clans led them to form societies.
- f. Current Events – Describe how physical environments affect life in different regions; discuss how technology affects the way people use places and regions.

Big Idea: Early Mesopotamians learned to irrigate and grow crops, leading to the world's first civilization. Sumerians created ziggurats, the wheel, a writing system, and later peoples developed a code of written laws.

II. Mesopotamia and the Fertile Crescent

- a. Government – Examine one of the oldest known collections of written laws, the Code of Hammurabi, which contains 282 laws dealing with matters ranging from marriage and divorce to theft and murder.
- b. People – Examine how the advances made by the Sumerians (first writing system, the wheel) helped their society develop.
- c. Ideas and Beliefs – Examine the practice of polytheism and the role religion played in the life of Sumer.
- d. Geography – Examine the geography, use of resources, and the emergence of settlements along the Tigris and Euphrates rivers.
- e. Economics – Trace the evolution of city-states, and the trading centers and ports that developed from them.
- f. Current Events – Identify the current day countries that occupy the land once known as Sumer; discuss the hundreds of thousands of ancient Mesopotamian artifacts originally stored in the National Museum in Baghdad, and what happened to them after the Iraqi War broke out.

Big Idea: Egypt and Kush developed rich civilizations along the Nile River in which religion and government were closely connected.

III. Ancient Egypt and Kush

- a. Government – Explain how the strong role of the Pharaoh led to continuity in Egyptian society.
- b. People – Examine the daily life in Egyptian society. Discuss the emergence of the increasing complexity of the social structure and the emergence of a middle class.
- c. Ideas and Beliefs – Evaluate the impact of polytheism, evaluate the roles of gods, priests, and temples, and investigate mummy makers and the belief in the after life.
- d. Geography – Examine the geography, use of resources, and the emergence of settlements along the Nile River.
- e. Economics – Understand the characteristics of Classic Egyptian art and architecture.
- f. Current Events – Explain what a citizen is including: rights, responsibilities, effective characteristics, etc. Discuss how technology affects the way in which people perceive and use places and regions.

Quarter II

Big Idea: Egypt and Kush developed rich civilizations along the Nile River in which polytheistic religion and government were closely connected.

III. Ancient Egypt and Kush

- a. Government – Explain how the strong role of the Pharaoh led to continuity in Egyptian society.
- b. People – Examine the daily life in Egyptian society. Discuss the emergence of the increasing complexity of the social structure and the emergence of a middle class.
- c. Ideas and Beliefs – Evaluate the impact of polytheism, evaluate the roles of gods, priests, and temples, and investigate mummy makers and the belief in the after life.
- d. Geography – Examine the geography, use of resources, and the emergence of settlements along the Nile River.
- e. Economics – Understand the characteristics of Classic Egyptian art and architecture.
- f. Current Events – Explain what a citizen is including: rights, responsibilities, effective characteristics, etc. Discuss how technology affects the way in which people perceive and use places and regions.

Big Idea: Harappan civilization began in the Indus River valley. The major world religions of Buddhism and Hinduism originated from ancient Indian beliefs and practices. Ancient India made great contributions to the areas of arts and sciences.

IV. Indus River Valley

- a. Government – Trace the development and evolution of the political systems from the Harappan and Aryan civilizations through the Maurya and Guptas civilizations.
- b. People – Analyze the Indus River Valley as a social system in which people are divided into groups based on a person's birth, wealth, or occupation.
- c. Ideas and Beliefs – Evaluate the ideas and practices of the major belief systems of India, including Hinduism, Brahmanism, and Jainism, and how they developed out of ancient Indian beliefs and practices.
- d. Geography – Examine the geography, use of resources, and the emergence of settlements along the Indus River Valley.
- e. Economics – Understand the agricultural and trade based nature of the economy.
- f. Current Events – Discuss how the physical environment affects life in different regions, how needs and wants change.

Big Idea: Judaism, Christianity, and Islam have the same geographical and historical origins, but also have many contrasting beliefs that continue to influence western society today.

V. Judaism, Christianity, and Islam

- a. Government – Identify the influence religion played in the development of government and society.
- b. People – Identify the common origins and historical context, as well as the moral teaching of the major world religions and philosophies.
- c. Ideas and Beliefs – Compare/contrast beliefs of Judaism and Christianity based upon the Bible and the Torah.
- d. Geography – Identify the geographic contexts that gave rise to the growth and dissemination of each religion.
- e. Economics – Explore the rise and fall of the kingdom of Israel and its impact on the spread of Judaism and the rise of Christianity.
- f. Current Events – Identify how Judeo-Christian teachings are reflected in western society today.

Islam

- a. Government – Describe the origin and development of Islamic law and its impact on the society; evaluate the diverse religious, cultural, and geographic factors which influenced the development of the Muslim government.
- b. People – Identify the common origins and historical context, as well as the moral teachings of the major world religions of Judaism, Christianity and Islam.
- c. Ideas and Beliefs – Evaluate the significance of the Quran and the Five Pillars of Islam.
- d. Geography – Discuss the spread of Islam in southwest Asia, the Mediterranean region, and northern Africa and the influence of Islamic ideas and practices on other cultures.
- e. Economics – Recognize the importance of Muslim civilization in mediating long distance, commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa.
- f. Current Events – Describe the split of Sunni and Shi'ite factions and its effect on modern world events.

Quarter III

Big Idea: The history of early Africa’s great kingdoms of Mali, Songhai, and Zimbabwe has been preserved through story telling, art, music, and dance.

VI. Early African Civilizations

- a. Government – Examine the early kingdoms of West Africa, including Ghana, Mali, and Songhai.
- b. People – Discuss how early people in West Africa were shaped by family ties, religion, technology, and trade.
- c. Ideas and Beliefs – Investigate the role animism played in West African culture. Understand why extended families and age-sets were important in West African cultures.
- d. Geography – Examine key physical features of West Africa (plains, rivers, etc.). Explore how the geography of West Africa affected the technology developed by its people.
- e. Economics – Trace the evolution of West African economies from the effects of gold mining, salt, cloth, slave and other items.
- f. Current Events – Investigate why countries in West Africa and others around the world struggle with poor economies and often have unstable governments.

Big Idea: Chinese civilization, begun along the Huang He River, developed during the Zhou, Qin, and Han Dynasties. China fought for power, strengthened its government, and developed the major belief systems of Confucianism and spread Buddhism.

VII. Huang He (The Yellow River)

- a. Government – Trace the origin of Huang He as the cradle of Chinese civilization.
- b. People – Compare and contrast the culture of the Yellow River civilization with the Indus River, the Fertile Crescent, and Ancient Egypt; recognize the hierarchical class structure of early Huang He society.
- c. Ideas and Beliefs – Identify similarities and differences between the beliefs of Confucianism and Daoism based on philosophies and writings of each.
- d. Geography – Locate and describe the natural environment of the civilization that developed along the Yellow River; identify the geographic contexts that gave rise to the growth and dissemination of its ideas and beliefs.
- e. Economics – Analyze cultural influences on trade and characteristics of the culture that support the economy; analyze how beliefs affect views toward material goods.
- f. Current Events – Describe the process of citizenship; compare and contrast today’s community with that of the past; discuss reasons why people emigrated to the U.S. and problems they encountered.

Big Idea: Under the Sui, Tang, and Song Dynasties, China’s farming and trade developed, Buddhism spread, and government structure was reformed. The Yuan and Ming dynasties further strengthened China and expanded trade, until the civilization’s decline into isolationism.

VIII. The Golden Age of China

- a. Government – Discuss how the weakening dynastic rules led to the rise of militaristic forms of government. Identify the role of the creation of “civil service” and its impact on the individual’s role and participation in government.
- b. People – Discuss the term “cultural borrowing.” Identify the class levels in each culture and compare to earlier societies. Describe how agricultural advances affected China’s population.
- c. Ideas and Beliefs – Trace the development and identify the diversity of Confucianism and Buddhism; identify the significant arts, cultural advancements and inventions of this era.
- d. Geography – Discuss how geography affected trade in China. Understand how Japanese early societies were both influenced by and isolated from China and Korea; examine how geography shaped life in Japan.
- e. Economics – Discuss how trade grew along with Chinese cities; discuss the development of sea trade routes and their impact on Chinese ability to trade with other countries.
- f. Current Events – Identify the current status of trade between the United States and China, Japan, and Korea.

Quarter IV

Big Idea: The civilizations of Mesoamerica and the Inca were marked by strong empires with complex social structures and significant cultural achievements. In all three societies, religion and warfare were an integral part of daily life. Theories vary regarding why the Maya civilization declined, and the Aztec and Inca civilizations were taken over by the Spaniards.

IX. Mesoamerican and Inca Civilizations

- a. Government – Evaluate the influence of religion in Mayan government; compare the idea of the ruling class of nobles and kings to other ancient civilizations; discuss the success of the Mayan system of empire building.
- b. People – Describe the significant features of Mayan civilizations. Identify the role and status of elite men and women in Mayan society. Analyze the relationship between Mesoamericans and Andean societies.
- c. Ideas and beliefs – Describe the role of religion and ceremonial games in Mayan culture, and the structure and purpose of Mayan pyramids; discuss the Mayan calendar as a reflection of Mayan civilization and cultural beliefs; define this period through mathematical art and achievement; compare Mayan hieroglyphs to those of the Egyptians.
- d. Geography – Describe the location of Mayan city-states, road systems, and sea routes.
- e. Economics – Describe the development of the Mayan civilization from an agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods. Evaluate the expanding zones of exchange and interaction to 1400 CE.
- f. Current Events – Describe how the physical environment affects life in different regions; discuss how technology impacts the way people live and their standard of living. Discuss the impact of multiculturalism.

Big Idea: Economics involves the study of how individuals and societies use their resources to satisfy their wants. Economists look beneath the surface of everyday life to get at how people make decisions about production and consumption.

X. Economics

- a. Government – Identify the role of government on the economy of nations, and explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection.
- b. People – Examine the role of economics in the daily lives of people. Examine how standard of living is affected by innovation, entrepreneurship and productivity.
- c. Ideas and Beliefs – Discuss the need for ethical behavior in economic decisions and financial transactions.
- d. Geography – Examine expanding zones of commerce; understand the development of trade between nations.
- e. Economics – Develop an understanding of general principles of economics, including wants and needs, supply and demand, allocation of resources.
- f. Current Events – Recognize the interrelation between current events and the economy, such as fluctuations of the stock market. Explore and analyze recent contemporary examples of unethical economic actions in corporate America.

Suggested days of Instruction	Curriculum Management System	Topic: Early Hominid Development	
	Grade Level/Subject: Grade 6/Social Studies	Goal 1: The student will be able to understand how the basic needs of early man led to the beginnings of civilizations.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>1.1. <u>Government</u> – Identify how early people came together in family clans to organize their daily lives (6.3.A.3)</p> <p>1.2. <u>People</u> – Understand the basic needs of early man and how he modified and adjusted to his environment (6.3.A.1)</p> <p>1.3. <u>Ideas and Beliefs</u> – Investigate the idea that people must come together in order to survive (6.3.A.1)</p> <p>1.4. <u>Geography</u> – Examine how early humans living as hunter/gatherers caused them to migrate and how that migration led them to form societies (6.3.A; 6.6.E)</p> <p>1.5. <u>Economics</u> – Discuss how the growth of clans led to the allocation of resources (6.3.A.3; 6.5.B)</p> <p>1.6. <u>Current Events</u> – Describe how physical environments affects life in different regions; discuss how technology affects the way people use places and regions (6.1.A)</p>	<ul style="list-style-type: none"> Hominids Conceptual Understanding: Early humans had to adapt to their environment and band together for survival. Humans evolved from nomadic clans of hunter gathers to permanently established communities with the dependence on agriculture. Review the definition of the word “tool” (any handheld object that has been modified to help a person accomplish a task). How does discovering the tools of our early ancestors help us to understand how early humans lived? What lessons from early hominid societies’ interactions with their environment can we relate to society’s present concerns about our environment (i.e. global warming)? <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p>	<ul style="list-style-type: none"> Assessment Model: Student groups will create a board game on the order of Monopoly in which they must demonstrate their understanding of: <ol style="list-style-type: none"> The need to keep moving for survival The acquisition of resources for survival Cooperation of groups Allocation of resources <p>Student groups will then present and justify their work and selections. (Analysis, Synthesis, Evaluation)</p> <p>NOTE: For this and all subsequent assessment models in this curriculum guide, student work should be evaluated using a scoring rubric. See Resource folder.</p>

* Social Studies is to be taught as an integrated subject with emphasis on real-world application.

** Teachers are expected to differentiate instruction to meet the needs of all learners.

*** Through the study of each civilization, the student will be able to compare and contrast ancient political systems to U. S. government and modern democratic principles.

**** Current events and current day geography should be designed to be an integral part of the world cultures curriculum, bridging the gap from ancient times to the world of today. In depth study of past ancient cultures should culminate with current event links to that area of the world.

Suggested days of Instruction	Curriculum Management System	Topic: Mesopotamia and the Fertile Crescent	
	Grade Level/Subject: Grade 6/Social Studies	Goal 2: The student will be able to understand the structure and purpose of law in society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>2.1. <u>Government</u> – Examine one of the oldest known collections of written laws, the Code of Hammurabi, which contains 282 laws dealing with matters ranging from marriage and divorce to theft and murder (6.2.A)</p> <p>2.2. <u>People</u> – Examine how the advances made by the Sumerians (first writing system, the wheel) helped their society develop (6.3.A.3)</p> <p>2.3. <u>Ideas and Beliefs</u> – Examine the practice of polytheism and the role religion played in the life of Sumeria (6.3.B.1)</p> <p>2.4. <u>Geography</u> – Examine the geography, use of resources, and emergence of settlements along the Tigris and Euphrates rivers (6.6.E.2)</p> <p>2.5. <u>Economics</u> – Trace the evolution of city-states, and the trading centers and ports that developed from them (6.5.B.1; 6.5.B.4; 6.5.B.7)</p> <p>2.6. <u>Current Events</u> – Identify the current day countries that occupy the land once known as Sumer; discuss the hundreds of thousands of Ancient Mesopotamian artifacts originally stored in the National Museum in Baghdad, and what happened to them after the Iraqi War broke out (6.1.A)</p>	<ul style="list-style-type: none"> • Mesopotamia Conceptual Understanding: The world's first civilization was established between the Tigris and Euphrates River as a result of the forming of a collection of city-states in present day Middle East. With the help of many innovative ideas such as the wheel, writing system, set of laws and most importantly the advancement in agriculture, Mesopotamia thrived into a complex society. • What conditions were necessary for the world's first civilization to develop in Mesopotamia? • Why did the Code of Hammurabi play an important role in shaping Mesopotamia? Would America's Founding Fathers have approved of Hammurabi's system of law? • How are the city-state's political beliefs different from one another and how did they influence the beliefs of society? 	<p><u>Assessment Model:</u> The students will imagine they are the editor of an archeology magazine. Students will design a magazine cover for an issue that highlights the glory of Ancient Sumer. Each magazine must include the following:</p> <ul style="list-style-type: none"> • the name of the magazine • a creative subtitle that includes the name Sumer • an illustration that visually represents at least three important aspects of the history or culture of Sumer • a brief caption for each illustration that explains the importance of these aspects • teasers and/or titles of articles included in the issue that compare and contrast current relevant U.S. laws with that of Hammurabi's code • the impact/similarities/differences of Sumer society to present day U.S. society • students will present their completed historical/literary project and will explain and defend their choice of material <p><i>(Application, Synthesis, Evaluation)</i></p>

Suggested days of Instruction	Curriculum Management System	Topic: Ancient Egypt and Kush	
	Grade Level/Subject: Grade 6 Social Studies	Goal 3: The student will be able to understand the impact of technology and beliefs on the development of advanced societies.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
25	<p>3.1. <u>Government</u> – Explain how the strong role of the Pharaoh led to continuity in Egyptian society (6.2.A)</p> <p>3.2. <u>People</u> – Examine daily life in Egyptian society. Discuss the emergence of the increasing complexity of the social structure and the emergence of a middle class (6.3.A)</p> <p>3.3. <u>Ideas and Beliefs</u> – Evaluate the impact of polytheism; evaluate the roles of gods, priests, and temples, and investigate mummy makers and the belief in the after life (6.3.B.1)</p> <p>3.4. <u>Geography</u> – Examine the geography, use of resources, and emergence of settlements along the Nile River (6.6.E)</p> <p>3.5. <u>Economics</u> – Understand the characteristics of Classic Egyptian art and architecture (6.5.B)</p> <p>3.6. <u>Current Events</u> – Explain what a citizen is including: rights, responsibilities, effective characteristics, etc. Discuss how technology affects the ways in which people perceive and use geographic places and regions.</p>	<p>Egypt Conceptual Understanding: Egypt established itself as one of the most advanced societies of the ancient world. With the use of the Nile River and all its resources, Egypt was able to connect its people through an organized political, religious, and social society lead by the Pharaoh and his royal family. During the Golden Age, Egypt excelled in engineering, the arts, and became actively involved in the sharing of ideas and materials with the world around them.</p> <ul style="list-style-type: none"> How did the resources of the Nile River contribute to the growth of Egypt's advanced civilization? Why was religion so important to the Ancient Egyptian way of life? Is good leadership important to the success of a civilization? Defend your response. 	<p>Assessment Model: Ask students to imagine that they have been hired to design a sarcophagus for a pharaoh's adult son or daughter. Have students create a model of a sarcophagus decorating it with symbols in the manner of Egyptian hieroglyphic that represents the individual's journey from death to the afterlife. The students will be asked to demonstrate their understanding of Egyptian life by orally presenting their model with an explanation of the symbols, and their connection to Egyptian afterlife.</p> <p>As a culminating activity, students will write an essay that will lend contemporary relevancy by responding to the open-ended question, "If the Pharaoh lived today?"</p> <p><i>(Application, Analysis, Synthesis, Evaluation)</i></p>

Suggested days of Instruction	Curriculum Management System	Topic: Indus River Valley	
	Grade Level/Subject: Grade 6 Social Studies	Goal 4: The student will be able to understand how river valleys provided the settings for the development of civilization and gave rise to major world religions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>4.1. <u>Government</u> – Trace the development and evolution of political systems from the Harappan and Aryan civilizations through the Mauryas and the Guptas civilizations. (6.3.A)</p> <p>4.2. <u>People</u> – Analyze the Indus River Valley as a social system in which people are divided into groups based on a person's birth, wealth, or occupation (6.3.A)</p> <p>4.3. <u>Ideas and Beliefs</u> – Evaluate the ideas and practices of the major belief systems of India, including Hinduism, Brahmanism and Jainism, and how they developed out of ancient Indian beliefs and practices (6.3.B.1)</p> <p>4.4. <u>Geography</u> – Examine the geography, use of resources, and emergence of settlements along the Indus River Valley (6.6.E)</p> <p>4.5. <u>Economics</u> – Understand the agricultural and trade based nature of the economy (6.5)</p> <p>4.6. <u>Current Events</u> – Discuss how the physical environment affects life in different regions, how needs and wants change (6.1)</p>	<p>India Conceptual Understanding:</p> <p>Indian civilization developed along the Indus River. Harappan civilization was followed by Aryan society, which gained in complexity and divided into a strict class system. Two major political traditions, Hinduism and Buddhism, developed in India. During two great Indian empires the Mauryan and Gupta, India made advances in art and science.</p> <ul style="list-style-type: none"> • What role has religion played in people's lives in India and in the structure of Indian society and culture? • Do different beliefs/values shape the development of a culture? • How did geography influence the history of India? • What aspects of Indian culture continue to have an influence on our lives today? 	<p><u>Assessment Model</u> – Students will be assigned a role as a member of one of the 5 castes in Indian society. Working with other caste members, students will research how and why class systems developed, and how the class systems affected the economy of Aryan society. Each group will create a mobile that demonstrates their understanding of how the caste system evolved and will include the following:</p> <ul style="list-style-type: none"> • How the caste system originated in Aryan society • How the caste grew, changed, or developed in Aryan society • The role the caste played in the social order of Aryan society • The role the caste played in the economic structure of Aryan society • Whether the caste still exists in Indian society today • Evaluation of the concept of the caste system by listing positive and negative attributes of its function. Students will then defend their evaluation. <p>Students will present their mobile and explain how each caste fit into the overall Aryan society, and how each caste benefited from and contributed to the economic structure of Aryan society. Students should include predictions of how Aryan society might have been different if one or more castes had not existed. Provide students with presentation rubric.</p> <p><i>(Analysis, Synthesis, Evaluation)</i></p>

Suggested days of Instruction	Curriculum Management System	Topic: Judaism and Christianity	
	Grade Level/Subject: Grade 6 Social Studies	Goal 5: The student will be able to explain the historical context, origins, and moral teachings of major world religions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
20	<p>5.1. <u>Government</u> – Identify the influence religion played in the development of the government and society (6.3.A.3)</p> <p>5.2. <u>People</u> - Identify the common origins and historical context, as well as the moral teaching of the major world religions and philosophies (6.3.B.1)</p> <p>5.3. <u>Ideas and Beliefs</u> - Compare/contrast beliefs of Judaism and Christianity based upon the Bible and the Torah (6.3.B.1)</p> <p>5.4. <u>Geography</u> – Identify the geographic contexts that gave rise to growth and dissemination of each religion (6.6)</p> <p>5.5. <u>Economics</u> – Explore the rise and fall of the kingdom of Israel and its impact on the spread of Judaism and the rise of Christianity (6.3.A.3)</p> <p>5.6. <u>Current Events</u> – Identify how Judeo-Christian teachings are reflected in western society today (6.1)</p>	<p>Judaism and Christianity Conceptual Understanding:</p> <p>While Christianity and Judaism share historical philosophical and geographical origins, the two religions diverge in basic ways. Judaism values emphasis on actions focusing on the covenant God made with the Israelites as recorded in the Torah. Jewish Christians added the belief that Jesus was the messiah. Christianity places its emphasis on correct belief, providing people with the path to salvation as described by the apostles. The Bible teaches that people are sinful and the New Testament adds the belief that Jesus is both the son of man and the son of God. The death of Jesus is said to be a sacrifice to atone for all of the sins of humanity. Acceptance of Jesus as lord and savior saves one from Divine Judgment and granting eternal life. Judaism's purpose is to carry out the covenant between God and the Jewish people. The Torah tells the story of the covenant between God and Abraham and guides Jews to walk in God's ways and live a holy life on earth. Traditionally, both Judaism and Christianity believe in the God of Abraham, Isaac, and Jacob.</p> <ul style="list-style-type: none"> • How did monotheism shape the history of the Judeo-Christian cultures? • How does Mosaic Law affect the daily lives of Jewish people today? • How are Judeo-Christian ideas reflected in modern Western society? • How authentic is the Bible as a historic resource in revealing the history of Judeo-Christian society? 	<p><u>Assessment Model</u> – Students will be divided into groups of 4 or 5. Ask them to imagine that they have been hired to write a screenplay about the four beliefs that are the foundation of the Judeo-Christian religions. Tell students that movies about history must be researched very carefully. Their task will be to create a storyboard for their proposed screenplay after carefully researching their topic.</p> <ol style="list-style-type: none"> 1) Students will begin by gathering information on characters, setting, plots and events. Students will organize research on note cards with headings for each topic. 2) Add details. 3) Students will read and review note cards and organize them in chronological order. 4) Create a storyboard of note card details to present to the director and producer for consideration. Students will choose the most intriguing details from their research and will then write the name of the person, place or event and a one or two sentence description. Students will create this for least 4 ideas researched and will construct a storyboard that tells a story which includes the 4 beliefs. 5) Students will assume the role of Movie Critic and evaluate each screenplay. <i>(Application, Synthesis, Evaluation)</i>

Suggested days of Instruction	Curriculum Management System	Topic: Islam	
	Grade Level/Subject: Grade 6 Social Studies	Goal 6: The student will be able to discuss the spread of Islam and the influence of Islamic ideas and practices on other cultures and social behavior.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
15	<p>6.1. <u>Government</u> - Describe the origin and development of Islamic law and its impact on the society; evaluate how the diverse religious, cultural, and geographic factors influenced the development of the Muslim government to rule (6.6.C.2)</p> <p>6.2. <u>People</u> – Identify the common origins and historical context, as well as the moral teachings of the major world religions: Judaism, Christianity and Islam (6.6.C.2)</p> <p>6.3. <u>Ideas and Beliefs</u> – Evaluate the significance of the Quran and the Five Pillars of Islam (6.6.C.2)</p> <p>6.4. <u>Geography</u> – Discuss the spread of Islam in southwest Asia, the Mediterranean region, and northern Africa and the influence of Islamic ideas and practices on other cultures (6.6.C.2; 6.6.C.3)</p> <p>6.5. <u>Economics</u> – Recognize the importance of Muslim civilization in mediating long distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa (6.6.C.2)</p> <p>6.6. <u>Current Events</u> – Describe the split into Sunni and Shi'ite factions and its effect and impact on modern world events (6.1)</p>	<p>Islam Conceptual Understanding:</p> <p>Islam is a monotheistic religion based on the teachings of the Qur'an, a religious book believed by Muslims to be the exact word of God, and a verbatim transcription of the word of God as told through his prophet, Muhammad. Religious practices include the Five Pillars of Islam, which are five duties that unite Muslims into communities. At first Islam was rejected, but later gained popularity and spread throughout Arabia and into western Africa through military victories and trade. Eventually, three large Islamic empires formed: the Ottoman, Safavid, and Mughal. Muslim scholars and artists made important contributions to the arts, science, technology, and literature. Today, the vast majority of Muslims belong to two major denominations: Sunni and Shi'a. Islam is the predominant religion in much of Africa, the Middle East, and parts of Asia. Islam is the second largest and fastest growing religion in the world.</p> <ul style="list-style-type: none"> How do the Old Testament and the four central beliefs of Judaism compare to the Quran and the Five Pillars of Islam? How has the spread of Islam impacted other cultures in science, art and literature? 	<p><u>Assessment Model</u> – Students will be divided into groups of 5. Provide each group with directions and templates to create a diorama of the Five Pillars of Islam. On each Pillar students will:</p> <ol style="list-style-type: none"> 1) identify the idea included on the Pillar 2) identify the importance behind each idea 3) relate the Pillar to similar events or practices in their own lives or religions. <p>To complete the diorama, students will use words and symbols to represent positive contributions to science, art, and literature.</p> <p>*Refer to goal resources for templates.</p> <p><i>(Analysis, Synthesis)</i></p>

Suggested days of Instruction	Curriculum Management System	Topic: Early African Civilizations	
	Grade Level/Subject: Grade 6 Social Studies	Goal 7: The student will be able to analyze the rise of the west African Empires of Ghana, Mali, and Songhai and compare with changes in Asia, Europe, and the Americas.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>7.1. <u>Government</u> – Examine the early kindgoms of West Africa, including Ghana, Mali and Songhay (6.3.A.3)</p> <p>7.2. <u>People</u> – Discuss how the way of life of early people in West Africa was shaped by family ties, religion, technology, and trade (6.3.C.4)</p> <p>7.3. <u>Ideas and Beliefs</u> – Investigate what role animism played in West African culture. Discuss why extended families and age-sets were important in West African cultures (6.3.C.4)</p> <p>7.4. <u>Geography</u> – Examine key physical features of West Africa (plains, rivers, etc.). Explore how the geography of West Afica affected the technology developed by its people (6.6.E)</p> <p>7.5. <u>Economics</u> – Trace the evolution of West African economy from the effects of gold mining, salt, cloth, slaves and other items (6.5)</p> <p>7.6. <u>Current Events</u> – Investigate why countries in West Africa and others around the world struggle with poor economies and often have unstable governments (6.1) Make the connection to African American struggles in the United States from slavery to the present day. (6.1; N.J.S.A 18A-35-1)</p>	<p>Early African Civilizations Conceptual Understanding:</p> <p>Once established, Islam spread into North Africa, Europe, and West Africa. Along the Niger River, an area rich in resources, there were rain forests, savannahs, and deserts. The river was essential as a water source, a food source, and a transportation resource. People living in these regions were able to set up villages and live in extended family groups. Society grew through trade. Empires rose and fell in Ghana, Mali, and Songhai as they alternately controlled trade across the Sahara Desert. West African culture is preserved through oral history through storytelling, music, and art.</p> <ul style="list-style-type: none"> Why were salt and gold important trade items in the hot, dry climate of West Africa? Why hasn't West Africa been able to maintain its role as a stable economy in the world today? 	<p><u>Assessment Model</u> – Unlike other early civilizations, the kingdoms of West Africa did not develop a written language, but instead relied upon oral tradition and plaques or sculptures to record important events. Students will choose an important event, idea, or person from a West African Empire and will create a visual representation in clay, paper mache, etc., or recite an oral history of a West African event.</p> <p>Students will:</p> <ol style="list-style-type: none"> Evaluate and assess the reliability of oral communication as a form of human interaction Trace and determine why and when oral communication and graphic representations transitioned to other forms of effective communication Author a simple original passage or sentence constructed of symbols (Ex: a pencil for write, an eye for see or observe). Students will then exchange their passages for others to solve. Student work will be evaluated by scoring rubric. <p><i>(Analysis, Synthesis, Evaluation)</i></p>

Suggested days of Instruction	Curriculum Management System	Topic: Huang He (The Yellow River)		
	<u>Grade Level/Subject:</u> Grade 6 Social Studies	<u>Goal 8:</u> The student will be able to understand how Chinese civilization developed and how their contacts with the outside world emerged.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	The student will be able to:			
15	<p>8.1. <u>Government</u> – Trace the origin of Huang He as the cradle of Chinese civilization (6.2.A; 6.3.A)</p> <p>8.2. <u>People</u> – Compare and contrast the culture of the Yellow River civilization with that of the Indus River, the Fertile Crescent, and Ancient Egypt; recognize the hierarchical class structure of early Huang He society (6.3.A)</p> <p>8.3. <u>Ideas and Beliefs</u> – Identify similarities and differences between the beliefs of Confucianism and Daoism based on philosophies and writings of each (6.3.B.1)</p> <p>8.4. <u>Geography</u> – Locate and describe the natural environment of the civilization that developed along the Yellow River; identify the geographic contexts that gave rise to the growth and dissemination of it's ideas beliefs (6.6.E)</p> <p>8.5. <u>Economics</u> – Analyze cultural influences on trade and characteristics of the culture that support the economy; analyze how beliefs affect views toward material goods (6.5)</p> <p>8.6. <u>Current Events</u> – Describe the process of citizenship; compare and contrast today's community with that of the past; discuss reasons why people emigrated to the U.S. and problems they encountered (6.1)</p>	<p>China Conceptual Understanding:</p> <p>One of the earliest civilizations in the ancient world arose in China along the Huang He (Yellow) and Chang Jiang (Yangtze) Rivers. Strong dynasties like the Shang and Zhou established social order in between periods of disorder. The Qin used a system of standardization to re-unify China. New teachings, such as Legalism, Confucianism, and Daoism emerged. Arts and sciences flourished during the Han Dynasty, when government focused on family and learning, and when trade increased. After another plunge into disunion, the Chinese achieved the height of their cultural sophistication and complex government. The farthest extent of China's expansion came during the Mongol Ascendancy and the Ming Dynasty.</p> <ul style="list-style-type: none"> How did China's geography contribute to the country's isolation? How do the political ideas of the Chinese dynasty compare to political systems of other ancient civilizations? How did the ancient Chinese adapt to their environment? 	<p><u>Assessment Model</u> – Assign students to a dynasty and tell them to imagine that they are a member of the government. They will need to hire civil servants. Students must write a help wanted ad for the local newspaper that will attract qualified people to apply for the job. Each ad should contain the following:</p> <ol style="list-style-type: none"> an explanation of what government officials do an explanation of how individuals become government officials identifies one benefit and one negative aspect of working for the government identifies one difficulty that applicants should know about. <p>As a culminating activity, students will post help wanted ads on the bulletin board. Allow students the opportunity to "apply" for positions by completing a resume of qualifications.</p> <p>Provide students with project rubric.</p> <p><i>(Application, Synthesis, Evaluation)</i></p>	

Suggested days of Instruction	Curriculum Management System	Topic: The Golden Age of China	
	Grade Level/Subject: Grade 6 Social Studies	Goal 9: The student will be able to discuss the developing cultures of Asia, including the spread of Chinese influence to Japan, Korea, and Southeast Asia.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
20	<p>9.1. <u>Government</u> – Discuss how the weakening dynastic rule lead to the rise of militaristic forms of government. Identify the role of the creation of “civil service” and its impact on individual’s role and participation in government.</p> <p>9.2. <u>People</u> – Discuss the term “cultural borrowing.” Identify the class levels in each culture and compare to earlier societies. Describe how agricultural advances affected China’s population.</p> <p>9.3. <u>Ideas and Beliefs</u> – Trace the development and identify the diversity of Confucianism and Buddhism. Identify the significant arts, cultural advancements and inventions of this era.</p> <p>9.4. <u>Geography</u> – Discuss how geography affected trade in China. Understand how Japanese early societies were both influenced by and isolated from China and Korea; examine how geography shaped life in Japan.</p>	<ul style="list-style-type: none"> • How did Chinese inventions alter the course of world history? • How did China’s policy of isolationism lead to their decline? • What characteristics make each Chinese dynasty unique? What characteristics do they have in common? • How did family structure of ancient China influence the development of society? 	<p><u>Assessment Model</u> – Students will be divided into groups of three. Provide students with directions for creating a triarama, a three sided visual and written representation of the topic. The topics will be:</p> <ul style="list-style-type: none"> - Sui Dynasty - Tang Dynasty - Song Dynasty - Yuan Dynasty - Ming Dynasty - Mongol Empire - Ainu - Golden Age – Heian Period - Samurai/Shogun <p>Students will choose 3 Chinese dynasties and will compare and contrast one of the following aspects of the civilization:</p> <ol style="list-style-type: none"> 1) government 2) science and technology 3) culture <p>Students will present their tiaramas.</p> <p>Students will reflect, identify and debate which dynasty had the most and least influence, power and impact on Chinese and world society and will defend their selections. Students will jointly draft a written historical statement to reflect their consensus results.</p> <p>As a culminating activity, students will compare these ancient Chinese dynasties to contemporary “U.S dynasties” such as</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Golden Age of China	
	Grade Level/Subject: Grade 6 Social Studies	Goal 9: The student will be able to discuss the developing cultures of Asia, including the spread of Chinese influence to Japan, Korea, and Southeast Asia.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>9.5. <u>Economics</u> – Discuss how trade grew along with Chinese cities; discuss the development of sea trade routes and their impact on Chinese ability to trade with other countries.</p> <p>9.6. <u>Current Events</u> – Identify the current status of trade between the United States and China, Japan and Korea; link the creation of “civil service” during the Golden Age of China to the existence of Civil Service today (6.1).</p>		<p>the Kennedy and Rockefeller families and will analyze the common characteristics (wealth, power, leadership qualities, etc.) (Application, Analysis, Synthesis, Evaluation)</p> <p>* See Resource folder for directions and checklist for creating triarama.</p>

Suggested days of Instruction	Curriculum Management System	Topic: Mesoamerican and Inca Civilizations	
	Grade Level/Subject: Grade 6 Social Studies	Goal 10: The student will be able to understand the Mesoamerican and Inca Empires and their Accomplishments.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
20	<p>10.1. <u>Government</u> – Evaluate the influence of religion in Mayan government; compare the idea of the ruling class of nobles and kings to other ancient civilizations; discuss the success of the Mayan system of empire building (6.1)</p> <p>10.2. <u>People</u> – Describe the significant features of Mayan civilizations. Identify the role and status of elite men and women in Mayan society. Analyze the relationship between Mesoamericans and Andean societies. Explore genocide as it relates to the Saprish invasion of the Mesoamerican civilizations (6.3.C.5; N.J.S.A18A:35-1)</p> <p>10.3. <u>Ideas and belief</u> –Describe the role of religion and ceremonial games in Mayan culture, and the structure and purpose of Mayan pyramids; discuss the Mayan calendar as a reflection of Mayan civilization and cultural beliefs; define this period through mathematical art and achievement; compare Mayan hieroglyphs to those of the Egyptians (6.3.C.5)</p> <p>10.4. <u>Geography</u> – Describe the location of Mayan city-states, road systems, and sea routes (6.6)</p>	<p>Mesoamerica Conceptual Understanding:</p> <p>The term Mesoamerica refers to the geographical area occupied by a variety of ancient cultures that shared religious beliefs, art, architecture, and technology for about three thousand years. In Mesoamerica, the Maya developed an advanced culture by around AD200. The Maya built large cities and trade networks and made impressive contributions to art, science, math, and writing. In Mexico, the Aztecs built a great empire, dominating the central and southern part of the country, through warfare and trade. They built a flourishing island capital at Tenochtitlan.</p> <p>In South America, the Inca built up a huge empire in the Andes Mountains. They developed irrigation systems as well as an elaborate network of roads. There are many theories about why Maya civilization declined, but the Aztecs and Incas were both conquered by the Spaniards in the 16th century. Many aspects of the ancient cultures of Belize, El Salvador, Guatemala, Honduras, México, and Peru continue to the present and several of their cultural inventions and traits have spread throughout the world.</p> <ul style="list-style-type: none"> • How have the themes of geography and migration impacted the development of civilizations in South America? • How did Maya, Aztec, and Inca civilizations become so advanced despite overwhelming environmental obstacles? Why did these civilizations fall so easily to the Spaniards? 	<p><u>Assessment Model</u> – Students will imagine that they are an archeologist looking for the key to unravel the centuries old mystery of why the Mayan civilization disappeared. They have made a great discovery that might finally reveal to the world what actually happened. Using the background information learned about the Mayan civilization as well as the tools of archeologists, students will describe their discovery and will author a theory on what happened. Students will write a literary article for a major news magazine that will include an illustration. (<i>Analysis</i>)</p> <p><u>Extension activity</u> – Students will create a recipe for the Mayan classic age which will include a list of ingredients and preparation steps. The recipe's ingredients should be the defining characteristics of what was available at the time (main agricultural crops). Recipes can be combined into a class cookbook, or create a bulletin board with recipe and student created illustrations. To demonstrate their understanding of the Mayan culture, students will plan and organize a Mayan Cultural Festival and will present and share their literary works and the cultural food creations as symbols of the lost Mayan civilization. (<i>Analysis, Synthesis</i>)</p>

Suggested days of Instruction	Curriculum Management System	Topic: Mesoamerican and Inca Civilizations	
	Grade Level/Subject: Grade 6 Social Studies	Goal 10: The student will be able to understand the Mesoamerican and Inca Empires and their Accomplishments.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>10.5. <u>Economics</u> – Describe the development of the Mayan civilization from an agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods. Evaluate the expanding zones of exchange and interaction to 1400 CE (6.5)</p> <p>10.6. <u>Current Events</u> – Describe how the physical environment affects life in different regions; discuss how technology impacts the way people live and their standard of living. Discuss the impact of multiculturalism. Discuss the historical relevance of genocide from ancient time to the present. (6.1; N.J.S.A18A: 35-3)</p>	<ul style="list-style-type: none"> How has America changed its thinking from being a “melting pot” society to a “multicultural” society? 	

Suggested days of Instruction	Curriculum Management System	Topic: Economics	
	Grade Level/Subject: Grade 6 Social Studies	Goal 11: The student will be able apply economic concepts to a real life situation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>11.1. <u>Government</u> – Identify the role of government on the economy of nations, and explain that some essential goods and services are provided by the government, such as roads, schools, parks, police, and fire protection (6.5.B.2)</p> <p>11.2. <u>People</u> – Examine the role of economics in the daily lives of people. Examine how standard of living is effected by innovation, entrepreneurship and productivity (6.5.B.1)</p> <p>11.3. <u>Geography</u> – Examine expanding zones of commerce, understand development of trade between nations (6.3.C)</p> <p>11.4. <u>Economics</u> – Develop an understanding of general principles of economics including wants and needs, supply and demand, allocation of resources 6.5.A.2, 4, 6, 7, 8, 9)</p> <p>11.5. <u>Ideas</u> – Discuss the need for ethical behavior in economic decisions and financial transactions (6.5.B.7)</p> <p>11.6. <u>Current Events</u> – Recognize the interrelation between current events and the economy, such as fluctuations of the stock market or price of oil. (6.1)</p>	<p>Economics Conceptual Understanding:</p> <p>The study of economics will help students to understand how collectively, individually and cooperatively financial systems work. Students will gain an understanding of the forces that affect our daily lives, so that they can make informed decisions as consumers and voters. The study of economics will assist students in uncovering how world issues, such as global warming, are rooted in economic systems.</p> <ul style="list-style-type: none"> • How have certain civilizations shown economic success while others have disappeared from the face of the earth (include key economic concepts such as resources, labor, etc.)? • How do key economic concepts define a civilization's growth or failure? • Why are some people and nations wealthy today while others are poor? 	<p><u>Assessment Model</u> – Inform students that they are going to apply their knowledge of economics to creating a successful cookie business. Provide students with a copy of a business plan and discuss the steps needed to successfully complete the activity. Activities will include advertising, cost analysis, packaging, net and gross profit and salesmanship.</p> <p>Students will role play as the “apprentice” and each will present their created cookie business profile. Students will then analyze and select the best elements from the presented business plans and will formulate and name a grade level “ideal cookie business” built upon the selected elements from student work.</p> <p><i>(Analysis, Synthesis, Evaluation)</i></p> <p>NOTE: See Resource folder for detail project directions.</p>

Social Studies - Grade 6

COURSE BENCHMARKS

1. The student will be able to understand how the basic needs of early man lead to the beginnings of civilizations.
2. The student will be able to understand the structure and purpose of law in society.
3. The student will be able understand the impact of technology and beliefs on the development of advanced societies.
4. The student will be able to understand how river valleys provided the settings for the development of civilization and gave rise to major world religions.
5. The student will be able to explain the historical context, origins, and moral teachings of major world religions.
6. The student will be able to discuss the spread of Islam and the influence of Islamic ideas and practices on other cultures and social behavior.
7. The student will be able to analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asian, Europe, and the Americas.
The student will be able to discuss the developing cultures of Asia, including the spread of Chinese influence to Japan, Korea, and Southeast Asia.
8. The student will be able to discuss the developing cultures of Asia, including the spread of Chinese influence to Japan, Korea, and Southeast Asia.
9. The student will be able to understand the Mesoamerican Empires and their accomplishments.
- 10.
11. The student will be able to apply economic concepts to a real life situation.