

## Pine Hill Public Schools Curriculum

Content Area:		<b>Social Studies</b>	
Course Title/ Grade Level:		<b>US History: Grade 6</b>	
Unit 1:	<b>African Civilizations (Egypt)</b>	Month:	<b>September/October</b>
Unit 2:	<b>Asian Civilizations (China/India)</b>	Month:	<b>November/December</b>
Unit 3:	<b>Holocaust</b>	Month:	<b>January</b>
Unit 4:	<b>Mediterranean Empires (Greece &amp; Rome)</b>	Month:	<b>February/March/April</b>
Unit 5:	<b>The Medieval World</b>	Month:	<b>May/June</b>
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Civilizations in Africa</b>		<b>Unit #: 1</b>	
<b>Course or Grade Level: 6<sup>th</sup> Grade</b>		<b>Length of Time: 2 months</b>	
<b>Pacing</b>	September/October		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>		
<b>Content</b>	<ul style="list-style-type: none"> <li>• Egypt</li> <li>• Nile River</li> <li>• Pharaohs</li> <li>• Hieroglyphics</li> <li>• Pyramids</li> <li>• Mummies</li> </ul>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Interpret a primary source</li> <li>• Compare and contrast the positive and negative affects of the Nile River on Egyptian life</li> <li>• Visualize life in Egypt through video &amp; CD Rom pictures</li> <li>• Explain the social pyramid of Egyptian class system</li> <li>• Read &amp; discuss the biographies of Hatshepsut &amp; King Tut</li> <li>• Create a booklet of important Egyptian pharaohs</li> <li>• Read and answer questions using maps about Egypt</li> <li>• Read &amp; write using hieroglyphics</li> <li>• Create a cartouche</li> <li>• Describe the process of mummification</li> <li>• Define new vocabulary words and correctly use them</li> <li>• Use guided reading handouts to identify the main ideas</li> <li>• Analyze newspaper &amp; magazine articles</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Create a poster or PowerPoint of an explorer</li> <li>• Create a timeline</li> <li>• Create a chart</li> <li>• Write current events analyzing newspaper and magazine articles</li> <li>• Tests, quizzes, rubrics</li> </ul>		
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Watch videos on Egypt &amp; Mummies</li> <li>• Create an Egyptian cartouche</li> <li>• Art</li> </ul>		
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math: timeline activities; charts and graphs</li> <li>• Art: cartouche</li> <li>• Language arts (writing activities &amp; vocabulary)</li> <li>• Reading (Accelerated Reader)</li> <li>•</li> </ul>		
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• student textbook</li> <li>• teacher made resources (notes, handouts, projects)</li> <li>• internet (BrainPop)</li> <li>• Junior Scholastic &amp; Time for Kids Magazines</li> <li>• library (Accelerated Reader Program, novels)</li> <li>• video conferencing</li> </ul>		

**2009 NJCCCS**

**Standard: 6.2 World History/Global Studies**

**Strand(s):** A. Civics, Government, & Human Rights      B. Geography, People, and the Environment  
 C. Economics, Innovation, and Technology      D. History, Culture, and Perspectives

**Content Statement(s):** Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations      **CPI # / CPI(s):** 6..2.8.A.2.a; 6..2.8.A.2.b; 6..2.8.A.2.c; 6..2.8.B.2.a; 6..2.8.B.2.b; 6..2.8.C.2.a; 6..2.8.D.2.a; 6..2.8.D.2.b; 6..2.8.D.2.c; 6..2.8.D.2.d;

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial	Civic Literacy	Health Literacy
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			Literacy			
<b><u>21<sup>st</sup> Century Skills</u></b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Asian Civilizations</b>		<b>Unit #: 2</b>
<b>Course or Grade Level: 6<sup>th</sup> Grade</b>		<b>Length of Time: 2 months</b>
<b>Pacing</b>	November/December	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did China's inventions and technology help shape our civilization today?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Ancient China</li> <li>• Confucius</li> <li>• Qin Dynasty</li> <li>• Han Dynasty</li> <li>• Silk Road</li> <li>• Ancient India</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explore the various aspects of Ancient Chinese Civilization.</li> <li>• Discuss the importance of family and its impact on culture</li> <li>• Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now.</li> <li>• Read a biography on Confucius and discuss his teachings Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system</li> <li>• Analyze the impact of religion on daily life, government, and culture</li> <li>• Use maps to explore the Silk Road and China's trade</li> <li>• Build a model of the Great Wall</li> <li>• Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of China and India to control and unify their expanding empires.</li> <li>• Compare city life of the Indus Valley to that of the Nile</li> <li>• Discuss Hinduism and Buddhism then compare/contrast them</li> <li>• Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</li> <li>• Relate the Chinese dynastic system to the longevity of authoritarian rule in China.</li> <li>• Explain how the geographies of China and Japan influenced their development and their relationship with one another.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• student led group projects</li> <li>• multi-modal approaches to instruction</li> <li>• modified assignments/assessments</li> <li>• - inclusive teaching practices</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Create art projects</li> <li>• Watch videos on the founding of the colonies</li> <li>• Create a power point presentation</li> <li>• Peer Instruction</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading, writing, vocabulary</li> <li>• Math: population growth (percent); charts and graphs</li> <li>• Music: colonial songs</li> <li>• Art: drawing, crafting</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• student textbook</li> <li>• teacher made resources (notes, handouts, projects)</li> <li>• internet (BrainPop)</li> <li>• Junior Scholastic &amp; Time for Kids Magazines</li> <li>• library (Accelerated Reader Program, novels)</li> <li>• video conferencing</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b> 6.2 World History/Global Studies		
<b>Strand(s):</b> A. Civics, Government, & Human Rights      B. Geography, People, and the Environment C. Economics, Innovation, and Technology      D. History, Culture, and Perspectives		
<b>Content Statement(s):</b> Early Civilizations and the Emergence of Pastoral Peoples; Ancient River Valley Civilizations; The Classical Civilizations of the Mediterranean World, India, and China		<b>CPI # / CPI(s):</b> 6..2.8.A.2.a; 6..2.8.A.2.b; 6..2.8.A.2.c; 6..2.8.B.2.a; 6..2.8.B.2.b; 6..2.8.C.2.a; 6..2.8.D.2.a; 6..2.8.D.2.b; 6..2.8.D.2.c; 6..2.8.D.2.d; 6..2.8.A.3.a; 6..2.8.C.3.a; 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.f

<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
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<b>Unit Title:</b> Holocaust		<b>Unit #: 3</b>	
<b>Course or Grade Level:</b> 7 <sup>th</sup> Grade		<b>Length of Time:</b> 1 month	
<b>Pacing</b>	January		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can we learn from the events of the Holocaust?</li> <li>• How should we treat others that are different?</li> <li>• How can we prevent the Holocaust from happening again?</li> </ul>		
<b>Content</b>	<ul style="list-style-type: none"> <li>• WWI</li> <li>• WWII</li> <li>• The Holocaust</li> <li>• Ghettos</li> <li>• Kristallnacht</li> <li>• Hitler</li> </ul>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Interpret primary sources</li> <li>• Discuss the causes and effects of World War I &amp; World War II and explain how they led to the Holocaust</li> <li>• Explain the rise of Hitler &amp; how he was able to manipulate people</li> <li>• Examine German propaganda used in WWII</li> <li>• Describe life in the ghettos</li> <li>• Compare a ghetto in WWII to what students think of “ghetto” today</li> <li>• Discuss Kristallnacht &amp; the amount of destruction it caused</li> <li>• Explain how children were treated during the Holocaust &amp; relate that to prejudice seen in the world today</li> <li>• Watch eyewitness testimony through videos</li> <li>• Read and answer questions using maps</li> <li>• Define new vocabulary words and correctly use them</li> <li>• Use guided reading handouts to identify the main ideas</li> <li>• Analyze newspaper &amp; magazine articles</li> </ul>		
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• student led group projects</li> <li>• multi-modal approaches to instruction</li> <li>• modified assignments/assessments</li> <li>• inclusive teaching practices</li> </ul>		
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Watch documentaries</li> <li>• Examine primary source pictures</li> <li>• Brain pop</li> </ul>		
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading, writing, vocabulary</li> <li>• Math: charts and graphs</li> <li>• Art: analyze drawings/pictures</li> </ul>		
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• student textbook</li> <li>• teacher made resources (notes, handouts, projects)</li> <li>• internet (BrainPop)</li> <li>• Junior Scholastic &amp; Time for Kids Magazines</li> <li>• library (Accelerated Reader Program, novels)</li> <li>• video conferencing</li> </ul>		
<b>2009 NJCCCS</b>			
<b>Standard:</b> 6.3 Active Citizenship in the 21 <sup>st</sup> Century			
<b>Strand(s):</b> A. Civics, Government, & Human Rights			
<b>Content Statement(s):</b> Recognize the causes and effects of prejudice on individuals and society; Recognize that the actions or inactions of individual, groups, and nations can have intended and unintended consequences		<b>CPI # / CPI(s):</b> 6.3.8.A.3	
<b><u>21<sup>st</sup> Century Themes</u></b>			
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>			

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		





Mediterranean World, India, and China		6..2.8.B.3.a; 6..2.8.B.3.b; 6..2.8.C.3.b; 6..2.8.C.3.c; 6..2.8.D.2.b; 6..2.8.D.2.c; 6..2.8.D.2.d; 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					
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

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<b>Unit Title:</b> The Medieval World		<b>Unit #: 5</b>
<b>Course or Grade Level:</b> 6 <sup>th</sup> Grade		<b>Length of Time:</b> 2 months
<b>Pacing</b>	May/June	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did the social and economic systems in Europe differ in the Middle Ages?</li> <li>• What was the role of feudalism?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Middle Ages</li> <li>• Feudalism</li> <li>• Crusades</li> <li>• Hundred Years War</li> <li>• The Plague</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</li> <li>• Assess the demographic, economic, and religious impact of the plague on Europe.</li> <li>• Explain how land and power were divided under feudalism</li> <li>• Read a biography of Charlemagne</li> <li>• Determine which events led to the rise and eventual decline of European feudalism.</li> <li>• Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</li> <li>• Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</li> <li>• Discuss the importance of the Roman Catholic Church during the Middle Ages</li> <li>• Relate the revival of trade to the growth of towns</li> <li>• Identify the causes and effects of the Crusades</li> <li>• Explain the role of knights and their code of chivalry</li> <li>• Create a Coat of Arms</li> <li>• Discuss how the Hundred Year's War affected Europe</li> <li>• Read primary sources on the Black Plague &amp; Magna Carta</li> <li>• Read and answer questions using maps</li> <li>• Define new vocabulary words and correctly use them</li> <li>• Use guided reading handouts to identify the main ideas</li> <li>• Analyze newspaper &amp; magazine articles</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• student led group projects</li> <li>• multi-modal approaches to instruction</li> <li>• modified assignments/assessments</li> <li>• inclusive teaching practices</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Watch videos</li> <li>• Read Primary Sources</li> <li>• Create a Coat of Arms</li> <li>• Build a castle or manor</li> <li>• Brain pop</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading, writing, vocabulary , poetry: Midnight Ride of Paul Revere</li> <li>• Math: charts &amp; graphs, scale</li> <li>• Art: create a coat of arms, castle, manor</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• student textbook</li> <li>• teacher made resources (notes, handouts, projects)</li> <li>• internet (BrainPop)</li> <li>• Junior Scholastic &amp; Time for Kids Magazines</li> <li>• library (Accelerated Reader Program, novels)</li> <li>• video conferencing</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:</b> 6.2 World History/Global Studies		
<b>Strand(s):</b> A. Civics, Government, & Human Rights      B. Geography, People, and the Environment C. Economics, Innovation, and Technology      D. History, Culture, and Perspectives		
<b>Content Statement(s):</b> Expanding Exchanges and encounters		<b>CPI # / CPI(s):</b> 6..2.8.A.4.a; 6..2.8.A.4.b; 6..2.8.A.4.c; 6..2.8.B.4.a; 6..2.8.B.4.g; 6..2.8.C.4.e; 6.2.8.D.4.b; 6.2.8.D.4.c; 6.2.8.D.4.d; 6.2.8.D.4.e; 6.2.8.D.4.f

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		