MANSFIELD TOWNSHIP SCHOOL DISTRICT

SOCIAL STUDIES CURRICULUM HISTORY ALIVE!

Grades: 5th & 6th

This curriculum is aligned with the 2016 Social Studies New Jersey Student Learning Standards

Board of Education Approval:
May 2018
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*   *   *   *   *   *   *

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   & Instruction
   Jason Shainline, Supervisor of Student Services
Mansfield Township School District
Social Studies Curriculum
History Alive!

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Addendum:
2014 New Jersey Student Learning Standards are available at the following website:
http://www.state.nj.us/education/cccs/2014/ss/standards.pdf

Note: The Social Studies Tests and Assessments will be provided in the Teachers binders at the end of the Curriculum Guide.
The Social Studies Curriculum of Mansfield Township Elementary School is an integrated curriculum that emphasizes the 2014 New Jersey Student Learning Standards and State-mandated topics through methods that acknowledge all students. Our school is prepared to meet the individual needs of its learners in an inclusive setting. Students will be encouraged to learn through a variety of reading, writing, speaking, listening, and viewing tasks. Mansfield Township Elementary School utilizes two social studies programs.

In grades third and fourth, Social Studies Alive! is implemented. It focuses on the concept and development of communities, incorporates geography and the learning of map skills, and instills democratic citizenry. Students are challenged through the use of higher thinking skills to connect themselves with their surroundings.

History Alive! Addresses grades fifth and sixth. This program brings history alive by utilizing interactive activities that require students to learn historical concepts and remember important details about history through participation.

With every grade level utilizing both programs all students progressively move from one grade level to another grade level with the previous year’s experience. By doing so, Mansfield Township Elementary School hopes to guide students to become reflective, creative, and analytical thinkers who will become responsible citizens in our democratic society.

Since many objectives outlined in the Social Studies Curriculum lend themselves to cross content presentation, aspects of this curriculum may also be covered in various other subject areas, including but not limited to: Literacy, Character Education, Music and Visual Arts.
### Mansfield Township Social Studies Curriculum
### History Alive! America’s Past
### Grade 5

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<th>Marking Period</th>
<th>Lessons / Chapters</th>
<th>Essential Questions</th>
<th>NOTES</th>
<th>CPI</th>
</tr>
</thead>
</table>
| 1              | Chapter 2: American Indians and Their Land | Why did the first Native Americans travel to North America? How did American Indians adapt to different environments in North America? | 5-6 Class Periods  
- Preview/Graphic Organizer (T2A, IN p.9-10)  
- Visual Discovery (IN 11-13, T2B-E)  
- Processing (IN p.14)  
- Assessment (LM 12-14) | 6.1.8.B.1.a.  
6.1.8.B.1.b.  
6.1.8.C.1.a.  
|                | Chapter 3: American Indian Cultural Regions | How did the environment and available resources affect different Native American cultures? | 4-6 Class Periods  
- Preview/Graphic Organizer (T3, IN 15)  
- Response Group – (LM 15-17, IN 16-19)  
- Synthesizing (LM 18-19)  
- Processing (IN p.20)  
- Assessment (LM 20-22)  
6.1.8.C.1.a.  
|                | Chapter 4: How and why Europeans Came to the New World | What clues do artifacts reveal about the past? What did explorers take to and from the New World during the Age of Exploration? | 5-6 Class Periods  
- Preview (IN21)  
- Underwater Exploration (Placards 4A-H)  
- Skill Builder – Investigating a Sunken Ship (IN p.22-23)  
- Reading Further (IN 24)  
- Processing (IN p.25)  
6.1.8.B.1.a.  
6.1.8.B.1.c.  
|                | Chapter 5: Routes of Exploration to the New World | What was learned from the different explorations of the New World? How did these explorations affect the Native Americans? | 6 Class Periods  
- Preview (T5, IN p.27)  
- Skill Builder – Wall Matrix & Game (LM 27-33)  
- Read & record notes for 5.2–5.9 (IN p.28-29)  
- Reading Further (IN 30)  
- Processing (IN p.31-32) | 6.1.8.C.1.c.  
6.1.8.B.2.a.  
6.1.8.B.2.c.  
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<tr>
<th><strong>Benchmark 1</strong></th>
<th>Assessment (LG p. 37-39)</th>
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</thead>
<tbody>
<tr>
<td>Chapter 6: Early English Settlements</td>
<td>5 Class Periods</td>
</tr>
<tr>
<td>Why did some English settlements survive while others did not?</td>
<td>5.1.8.A.1.a</td>
</tr>
<tr>
<td>What hardships did the early settlers need to overcome in order to survive?</td>
<td>6.1.B.2.b</td>
</tr>
<tr>
<td>5 Class Periods</td>
<td>6.1.B.4.a</td>
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<tr>
<td>6-7 Class Periods</td>
<td>6.1.A.1.a</td>
</tr>
<tr>
<td>Preview (T7A, IN 39)</td>
<td>6.1.A.1.d</td>
</tr>
<tr>
<td>Problem Solving Group work – Creating Billboards (LM 47-49)</td>
<td>6.1.B.2.b</td>
</tr>
<tr>
<td>Read &amp; record notes for 7.3–7.8 (IN 40-41)</td>
<td>6.1.B.2.c</td>
</tr>
<tr>
<td>Reading Further (T7B, IN 42)</td>
<td>6.1.C.2.a</td>
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<tr>
<td>Processing (IN 43)</td>
<td>6.1.B.4.a</td>
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<td>Assessment (LM 51-53)</td>
<td>6.1.D.3.a</td>
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<tr>
<td><strong>Benchmark 2</strong></td>
<td>6.1.B.4.a</td>
</tr>
<tr>
<td>Colonial Fair</td>
<td>8-9 Class Periods</td>
</tr>
<tr>
<td>How did colonists create products using the tools and natural resources available to them?</td>
<td>6.1.C.1.d</td>
</tr>
<tr>
<td>8-9 Class Periods</td>
<td>6.1.D.1.c</td>
</tr>
<tr>
<td>Introduce colonial fair</td>
<td>6.1.D.1.f</td>
</tr>
<tr>
<td>Research products and tools</td>
<td>6.1.C.3.b</td>
</tr>
<tr>
<td>Create posters to present information</td>
<td>6.1.D.4.a</td>
</tr>
<tr>
<td>Participate in fair</td>
<td>6.1.D.4.f</td>
</tr>
<tr>
<td><strong>Benchmark 2</strong></td>
<td>6.2.D.8.b</td>
</tr>
<tr>
<td>Chapter 8: Facing Slavery</td>
<td>5 Class Periods</td>
</tr>
<tr>
<td>How did the choices they made affect their lives?</td>
<td>6.1.D.1.d</td>
</tr>
<tr>
<td>What was the impact of slavery on Africans?</td>
<td>6.1.D.1.c</td>
</tr>
<tr>
<td>How did African slaves respond to the problems they faced?</td>
<td>6.1.D.1.f</td>
</tr>
<tr>
<td>5 Class Periods</td>
<td>6.1.C.3.b</td>
</tr>
<tr>
<td>Preview (T8A, IN 45)</td>
<td>6.1.D.4.a</td>
</tr>
<tr>
<td>Response Group – Discussing Three Dilemmas (T8B-D, IN 46-48)</td>
<td>6.1.D.4.f</td>
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<td>Reading Further (T8E, IN 49)</td>
<td>6.2.D.8.b</td>
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<td>Processing (IN 50)</td>
<td>6.2.D.8.b</td>
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<tr>
<td>Assessment (LM 55-57)</td>
<td>6.2.D.8.b</td>
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<td>Chapter</td>
<td>Class Periods</td>
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<td>------------------</td>
<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>Growing Tensions Between the Colonies and Great Britain</td>
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<tr>
<td>To Declare Independence or Not</td>
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<tr>
<td>The Declaration of Independence</td>
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<tr>
<td>The Revolutionary War</td>
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</tbody>
</table>

*Teacher will need rope and place for experiential Activity 3rd Day*
<table>
<thead>
<tr>
<th>Chapter 14: The Constitution</th>
<th>5-6 Class Periods</th>
<th><strong>BENCHMARK 3</strong></th>
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<tbody>
<tr>
<td>How did the writers of the Constitution create a strong and lasting government that is still relevant today?</td>
<td>Preview (T 14A, IN 79)</td>
<td>6.1.8.A.2.a.</td>
</tr>
<tr>
<td>What are the key features of the Constitution?</td>
<td>Read &amp; record notes for 14.2–14.6 (IN 80-81)</td>
<td>6.1.8.A.3.d.</td>
</tr>
<tr>
<td></td>
<td>Reading Further (T 14B, IN 82)</td>
<td>6.1.8.C.3.a.</td>
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<td>Processing (IN 83)</td>
<td>6.1.8.D.4.c.</td>
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<thead>
<tr>
<th>Chapter 15: The Bill of Rights</th>
<th>6-10 Class Periods</th>
<th>6.1.8.A.5.b.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why was the Bill of Rights added to the Constitution?</td>
<td>Preview (IN 85, T 15A)</td>
<td>6.1.8.A.5.c.</td>
</tr>
<tr>
<td>What rights and freedoms are protected by the Bill of Rights?</td>
<td>Read &amp; record notes for 15.2–15.8 (IN 86-87, T 15B)</td>
<td>6.1.8.C.5.a.</td>
</tr>
<tr>
<td></td>
<td>Reading Further (T 15C, IN 88)</td>
<td>6.1.8.D.5.a.</td>
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<td></td>
<td>Processing (IN 89)</td>
<td>6.1.8.D.5.b.</td>
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<tr>
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<td>Assessment (LM 128-130)</td>
<td>6.1.8.D.5.c.</td>
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<thead>
<tr>
<th>Chapter 16: Manifest Destiny and Settling the West</th>
<th>5-6 Class Periods</th>
<th>6.1.8.C.1.e.</th>
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</thead>
<tbody>
<tr>
<td>How did the U.S. acquire territory to the west?</td>
<td>Preview (IN 91, T 16A)</td>
<td>6.1.8.C.1.f.</td>
</tr>
<tr>
<td>What impact did this land have on the Native people?</td>
<td>Experiential Exercise</td>
<td>6.1.8.B.2.d.</td>
</tr>
<tr>
<td></td>
<td>Read &amp; record notes for section 16.2-8 (T 16B) (IN 92-94)</td>
<td>6.1.8.C.1.e.</td>
</tr>
<tr>
<td></td>
<td>Reading Further (IN 95, T 16C)</td>
<td>6.1.8.C.1.f.</td>
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<tr>
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<td>Processing (IN 96)</td>
<td>6.1.8.D.2.b.</td>
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<tr>
<td></td>
<td>Assessment (LM 144-146)</td>
<td>6.1.8.D.2.b.</td>
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<tr>
<th>Chapter 17: The Diverse Peoples of the West</th>
<th>6-7 Class Periods</th>
<th>6.1.8.C.1.e.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What factors encouraged groups of people to settle the west?</td>
<td>Preview (IN 97, T17A)</td>
<td>6.1.8.C.1.f.</td>
</tr>
<tr>
<td>How did the movement of these groups effect the Natives?</td>
<td>Problem Solving Group work (LM 147-165, Placards 17A-F) (CD tracks 3-8)</td>
<td>6.1.8.D.1.g.</td>
</tr>
<tr>
<td></td>
<td>Reading Notes (IN 98-99)</td>
<td>6.1.8.D.2.b.</td>
</tr>
<tr>
<td></td>
<td>Reading Further (IN 101, T17B)</td>
<td>6.1.8.D.2.b.</td>
</tr>
<tr>
<td></td>
<td>Processing (IN 100)</td>
<td>6.1.8.D.2.b.</td>
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</table>
# Mansfield Township Social Studies Curriculum

**History Alive! The Ancient World**  
**Grade 6**

<table>
<thead>
<tr>
<th>Marking Period</th>
<th>Lessons / Chapters</th>
<th><strong>Essential Questions</strong></th>
<th><strong>NOTES</strong></th>
<th><strong>CPI</strong></th>
</tr>
</thead>
</table>
| 1              | Geography Skills/Challenge Lesson | *What is the basic geography of planet Earth? How do we use geographic terms and tools to describe the locations, places, and features of our world?* | ***Benchmark: Ancient Civilizations Pre-Test***  
2-3 Class Periods  
- Preview/Graphic Organizer (T1, ISN p.1)  
- Map Activity  
- Processing – Challenge Game (ISN p.2-5) | 6.2.8.B.1.a  
6.2.8.B.3.a |

|                               | **Unit 1: Early Humans and the Rise of Civilization** | **Lesson 1: Investigating the Past**  
2 Class Periods  
- Preview (ISN p.9)  
- Experiential Exercise-Cave Paintings (ISN pgs. 10-11) | **Lesson 2: Early Hominids**  
2 Periods  
- Preview/Graphic Organizer (ISN p.13)  
- Visual Discovery (T2A-2D and ISN pgs. 14-18)  
- Processing (ISN p.19) | 6.2.8.A.1.a  
6.2.8.B.1.a  
6.2.8.B.1.b  
6.2.8.C.1.a  
6.2.8.D.1.a  
6.2.8.D.1.b  
6.2.8.A.2.a  
6.2.8.B.2.a  
6.2.8.B.2.b  
6.2.8.C.2.a  
6.2.8.D.2.a |
|                               | **Lesson 3: From Hunters and Gatherers to Farmers**  
2 Class Periods  
- Preview/Graphic Organizer (ISN p.21)  
- Writing for Understanding/Comic Book (ISN pgs. 22-26) | **Assessment on Lessons 1-3**  
1 Class Period |
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<tr>
<th>Lesson 4: The Rise of the Sumerian City-States</th>
<th>2 Class Periods</th>
</tr>
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</table>

- Preview/Graphic Organizer (ISN p.27)
- Response Group (ISN 28-29)

**Lesson 5: Was Ancient Sumer a Civilization?**
2 Class Periods

- Preview/Graphic Organizer (ISN p.31)
- Social Studies Skill Builder (ISN pgs. 32-37 and Placards)

**Lesson 6: Exploring Four Empires of Mesopotamia**
2 Class Periods

- Preview/Graphic Organizer (ISN p.39)
- Problem Solving Group work/Creative Song on one Empire (ISN pgs. 40-43)

*Early Humans Timeline Challenge and review activity* 1 Class Period
(ISN pgs. 46-47)

**Unit Assessment** 1 Class Period
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<th>Unit 2: Ancient Egypt and the Near East</th>
<th>Geography Challenge 2</th>
<th>6.2.8.A.3.a</th>
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<tr>
<td>What are the geographic features associated with ancient Egypt, Kush, and Canaan?</td>
<td>1 Class Period (ISN pgs. 50-51 and Geography Challenge Cards)</td>
<td>6.2.8.A.3.b</td>
</tr>
<tr>
<td>How did pharaohs from each major time period in ancient Egypt contribute to a powerful society?</td>
<td>Lesson 7: Geography and the Early Settlement of Egypt, Kush, and Canaan</td>
<td>6.2.8.B.3.a</td>
</tr>
<tr>
<td>What was daily life like in ancient Egypt?</td>
<td>2 Class Periods</td>
<td>6.2.8.B.3.b</td>
</tr>
<tr>
<td>How did social class determine quality of life in ancient Egypt?</td>
<td>▶ Preview/Graphic Organizer (ISN p. 53)</td>
<td>6.2.8.C.3.a</td>
</tr>
<tr>
<td>How did Kush’s geographic location influence its relationship with its neighbors?</td>
<td>▶ Experiential Exercise (T7A-7C and ISN pgs. 54-57)</td>
<td>6.2.8.C.3.b</td>
</tr>
<tr>
<td>How did the Hebrew religion grow out of this region?</td>
<td>▶ Map and writing</td>
<td>6.2.8.D.3.a</td>
</tr>
<tr>
<td>What key figures drove the development of Judaism?</td>
<td>Lesson 8: The Ancient Egyptian Pharaohs</td>
<td>6.2.8.D.3.b</td>
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<tr>
<td></td>
<td>2 Class Periods</td>
<td>6.2.8.D.3.c</td>
</tr>
<tr>
<td></td>
<td>▶ Preview/Graphic Organizer ((ISN p. 59)</td>
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</tbody>
</table>
| 3 | How did the Diaspora and other challenges affect the Hebrews?  
How do we see influences of the ancient Hebrews in our world today? | Unit Test: Ancient Egypt  
2 Class Periods  
- Review-Jeopardy Game  
- Test  

Lesson 10: The Kingdom of Kush  
2-3 Class Periods  
- Preview/Graphic Organizer (ISN p. 71)  
- Visual Discovery (T10A-10D)/Act-it-Out  
(ISN pgs. 72-75)  
- Processing Activity-Comparing Kush Kingdom and our Country (ISN p.76)  

Lesson 11: The Ancient Hebrew and the Origins of Judaism  
2 Class Periods  
- Preview/Graphic Organizer (ISN p.77)  
- Writing for Understanding-jigsaw activity (ISN pgs. 78-80)  

Lesson 12: The Struggle to Preserve Judaism  
1 Class Period  
- Processing Poem/Chart  

Ancient Egypt and the Near East Timeline Challenge 1 Class Period (ISN pgs. 86-87) | 2.8.A.3.a |
<table>
<thead>
<tr>
<th>Unit 3: Ancient India</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the geography of the Indian subcontinent, and how did that influence settlement locations in ancient times?</strong></td>
</tr>
<tr>
<td><strong>What was daily life like in Mohenjodaro, India (Harappa)?</strong></td>
</tr>
<tr>
<td><strong>What are the five major beliefs of Hinduism, and how did that religion contribute to the development of ancient India?</strong></td>
</tr>
<tr>
<td><strong>How did Siddhartha Buddha claim to find happiness, and what Buddhist teachings emerged from his quest?</strong></td>
</tr>
</tbody>
</table>

| Geography Challenge 3 | 1 Class Period (ISN pgs.90-91 and Geography Challenge Cards) |
| --- |

**Lesson 13: Geography and the Early Settlement of India** | 2 Class Periods |
| - Preview/Graphic Organizer (ISN p.93) |
| - Response Group Activity (T13A-13H and ISN pgs. 94-95) |
| - Processing-Real Estate Ad (ISN p. 96) |

**Lesson 14: Unlocking the Secrets of Mohenjodaro** | 1 Class Period |
| - Graphic Organizer |
| - Processing (ISN p. 102) |

**Lesson 15: Learning about Hindu Beliefs** | 1 Class Period |
| - Preview/Graphic Organizer (ISN p.103) |
| - Skill Builder (T 15A-E and ISN pgs. 104-105) |
| - Processing-acrostic poem (ISN p.106) |

**Assessment on Lessons 13-16** | 1 Class Period |
| 6.2.8.A.3.b |
| 6.2.8.B.3.a |
| 6.2.8.B.3.b |
| 6.2.8.C.3.a |
| 6.2.8.C.3.b |
| 6.2.8.C.3.c |
| 6.2.8.D.3.a |
| 6.2.8.D.3.b |
| 6.2.8.D.3.c |
| 6.2.8.D.3.d |
| 6.2.8.A.6.a |
| 6.2.8.D.6.d |
### Lesson 16: The Story of Buddhism

**2 Class Periods**
- Preview/Graphic Organizer (ISN p. 107)
- Visual Discovery (T16A-16E and ISN pgs. 108-111)
- Processing (ISN 112)

### Lesson 17: Buddhism and the First Unification of India

**2 Class Periods**
- Preview/Graphic Organizer (ISN p. 113)
- Skill Builder (ISN pgs. 114-117)

### Lesson 18: The Achievements of the Gupta Empire

**2 Class Periods**
- Preview/Graphic Organizer (ISN p. 119)
- Writing for Understanding (ISN pgs. 120-123)

### Ancient India Timeline Challenge

**1 Class Period** (ISN pgs. 124-125)

### Unit test on Ancient India

**1 Class Period**

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### Unit 4: Ancient China

### Geography Challenge 4

**1 Class Period** (ISN pgs. 128-129 and Geography Challenge Cards)

### Lesson 19: Geography and the Early Settlement of China

**2 Class Periods**
- Preview/Graphic Organizer (ISN p. 130)
- Problem Solving Group work (ISN pgs. 131-133)

### Lesson 20: The Shang Dynasty

**2 Class Periods**
- Preview/Graphic Organizer (ISN p. 135)
- Skill Builder (ISN pgs. 136-137 and Placards)
- Processing (ISN p. 138)

### Lesson 21: Three Chinese Philosophies

**2 Class Periods**
- Preview/Graphic Organizer (ISN p.139)
- Experiential Exercise (ISN pgs. 140-142)
- Processing (ISN p. 143)
Age?"

*What impacts did the Silk Road have on the ancient world?*

<table>
<thead>
<tr>
<th>4</th>
<th>Assessment on Lessons 19-21</th>
<th>1 Class Period</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### Unit 5: Ancient Greece

How did Greece's geography lead to isolation and land rivalry among ancient settlers?  
How did the city-states of Athens and Sparta differ?  
How did the Persian Wars influence Greek neighbors' opinion of Greece as a viable rival?  
What was daily life like in Athens during its Golden Age?  
What do Greek myths teach us about the polytheistic religious beliefs from this time?  
How do military figures like Alexander the Great and teachers like Socrates contribute uniquely to Greek society?  
Where can we find influences from ancient Greece in our world today?

### Lesson 22: The First Emperor of China  
2 Class Periods  
- Preview/Graphic Organizer (ISN p. 144)  
- Visual Discovery (T22A-22E and ISN pg. 145-149)  

### Lesson 23: The Han Dynasty  
2 Class Periods  
- Preview/Graphic Organizer (ISN p.151)  
- Skill Builder (ISN pgs.152-155 and Placards)  
- Processing (ISN 156)

### Lesson 24: The Silk Road  
2 Class Periods  
- Experiential Exercise (ISN pgs. 158-159), information masters 24A-D, and student handout 24  
- Processing (T24 and ISN pgs. 160-161)  

### Ancient China Timeline  
1 Class Period (ISN pgs. 162-163)

### Unit test on Ancient China  
1 Class Period

### Geography Challenge 5  
1 Class Period (ISN 166-167 and Geography Challenge Cards)

### Lesson 25: Geography and the Settlement of Greece  
1 Class Period  
- Reading Notes (ISN pgs. 168-169)  
- Processing (ISN p. 170)

### Lesson 26: The Rise of Democracy  
3 Class Periods  
- Experiential Exercise (ISN pgs. 172-173)  
- Processing (ISN p. 174)  

### Lesson 27: Life in Two City-States-Athens and Sparta  
2 Class Periods  
- Preview/Graphic Organizer (ISN p. 175)  
- Reading Notes Organizer (ISN pgs. 176-179)  
- Processing (ISN p. 180)

### Lesson 28: Fighting Persian Wars  
2 Class Periods  
- Preview (ISN p. 181)  
- Visual Discovery (ISN pgs. 182-186 and T28A-28F))  
- Processing (ISN p. 187)/Assessment
Lesson 29: The Golden Age of Athens  
Class Periods
- Preview (ISN p. 189)
- Reading Notes (ISN pgs. 190-191 and T29)
- God/Goddesses speeches
- Assessment-travel brochure

Lesson 30: Alexander the Great and His Empire  
Class Periods
- Preview (ISN p. 193)
- Response Group Activity (ISN pgs. 194-203 and T30)
- Processing (ISN p. 204)

Lesson 31: The Legacy of Ancient Greece  
Class Periods
- Preview (ISN p. 205)/Graphic Organizers
- Social Skills Builder (ISN pgs. 206-211)
- Processing (P. 212)

Ancient Greece Timeline  
Class Period
(ISN pgs. 214-215)

Unit test on Ancient Greece  
Class Period

Unit 6: Ancient Rome

How did Rome’s geography allow for influences from nearby Etruria and Greece?
How did rights differ between plebians and patricians?
How did democracy arise in such a social class system?
What were some major positive and negative effects of the Roman Empire’s expansion?
What was daily life like in ancient Rome?

Geography Challenge 6  
Class Period (ISN pgs. 218-219 and Geography Challenge Cards)

Lesson 32: Geography and the Early Development of Rome  
Class Periods
- Preview (ISN p. 220)
- Visual Discovery (ISN pgs. 221-223 and T32A-32D)
- Processing (ISN p. 24)

Lesson 33: The Rise of the Roman Republic  
Class Periods
- Experiential Exercise (ISN pgs. 226-227 and T33)
- Processing (ISN p. 228)

Lesson 34: From Republic to Empire  
Class Periods
- Preview (ISN p. 229)

6.2.8.A.5.a
6.2.8.A.5.b
6.2.8.A.5.c
6.2.8.B.5.a
6.2.8.C.5.a
6.2.8.C.5.b
6.2.8.D.5.a
6.2.8.D.5.b
6.2.8.D.5.d
How did Christianity develop in ancient Rome, and how was it received? What influences from this region can be found in the world today?

Lesson 35: Daily Life in the Roman Empire
2 Class Periods
- Problem Solving Group work (ISN pgs. 230-233 and T34)
- Processing (ISN p. 234)

Lesson 36: The Origins and Spread of Christianity 2 Class Periods
- Preview (ISN p. 235)
- Skills Builder (ISN pgs. 236-239)
- Processing (ISN p. 240)

Lesson 37: The Legacy of Rome in the Modern World 2 Class Periods
- Preview (ISN p. 247)
- Reading Notes (ISN pgs. 248-249)
- Processing (ISN p. 250)

Ancient Rome Timeline 1 Class Period (ISN pgs. 252-253)

Unit Test on Ancient Rome 1 Class Period
***Benchmarks: Ancient Civilizations Post-Test and Ancient Civilizations Organizer***
Resources used to deliver the Social Studies Curriculum

This Social Studies curriculum is delivered using the Teachers’ Curriculum Institute *Social Studies Alive, History Alive!* as the primary resource. Supplemental materials include audio-visual aids as well as teacher created materials.

State/Federal Mandated Holiday Observances

Below is a list of holidays that the state/federal government requires teachers/schools to acknowledge in their classroom/school instruction. This holiday instruction may be brief in nature. Accompanying holiday dates is a list of resources. The holidays are listed in the order in which they occur during the school year.

1. **Commodore Barry Day**– September 13th (if it falls on a Saturday celebrate on Friday and if it falls on a Sunday celebrate on Monday)
   - [http://www.ushistory.org/people/commodorebarry.htm](http://www.ushistory.org/people/commodorebarry.htm)
     - history of Commodore Barry
     - images of Commodore Barry and biography
   - [http://www.aoh51fishtown.com/id17.html](http://www.aoh51fishtown.com/id17.html)
     - history of Commodore Barry

2. **Constitution Day** – September 17th
     - history of the holiday and movie
   - [http://constitutioncenter.org/constitutionday/display/MainS/Home](http://constitutioncenter.org/constitutionday/display/MainS/Home)
     - numerous teaching resources
     - Resources

3. **Columbus Day** - 2nd Monday in October
   - [http://holidays.mrdonn.org/columbusday.html](http://holidays.mrdonn.org/columbusday.html)

4. **Veterans Day**- November 11th
   - [http://www.teachervision.fen.com/veterans-day/teacher-resources/6674.html](http://www.teachervision.fen.com/veterans-day/teacher-resources/6674.html)
   - [http://www.theteacherscorner.net/seasonal/veterans-day/index.htm](http://www.theteacherscorner.net/seasonal/veterans-day/index.htm)
     - Word searches, crosswords, puzzles, etc
   - [http://www.lessonplanspage.com/VeteransDay.htm](http://www.lessonplanspage.com/VeteransDay.htm)

5. **Thanksgiving Day**- 4th Thursday in November
   - [http://www.holidays.net/thankgiving](http://www.holidays.net/thankgiving)
   - [http://www.thanksgiving-day.org](http://www.thanksgiving-day.org)
     - Resources, Lesson Ideas

6. **President’s Day**- 3rd Monday in February
7. **Arbor Day** - Last Friday in April
   - [http://www.arborday.org/arborday/celebrate.cfm](http://www.arborday.org/arborday/celebrate.cfm)
     - activities and history of Arbor day
     - activities
     - activities, printouts, crafts

8. **Memorial Day** - Last Monday in May
   - [http://www.usmemorialday.org](http://www.usmemorialday.org)
   - [http://www.surfnetkids.com/memorial_day.htm](http://www.surfnetkids.com/memorial_day.htm)

9. **Flag Day** – June 14
   - [http://www.holidayinsights.com/other/flagday.htm](http://www.holidayinsights.com/other/flagday.htm)
     - lessons
     - crafts
Special Education and English Language Learners
Modification & Accommodation List

This list is designed to provide teachers with a comprehensive list of possible modifications and accommodations. Many strategies on the list are considered best practice; and, therefore, are applicable to all students in a classroom. Please consult and become familiar with a student’s 504 Plan or IEP to ensure compliance with the modification listed on the document.

Classroom Modifications and Accommodations
- Heterogeneous grouping, cooperative learning strategies when appropriate
- Provide opportunities for movement
- Alternate between quiet and active tasks or low demand and high demand tasks
- Provide ample student and teacher models
- Provide student choice when possible
- Small group instruction, direct instruction, peer tutoring, peer modeling
  - Provide differentiated instruction, varied teaching techniques to meet the needs of the learner (i.e., teach different intelligences, scaffolding, tier lessons, echo reading, etc)
  - Provide multi-sensory learning opportunities to exercise all learning modalities when reading (especially in the primary grades)
- Provide preferential seating
- Stand close to the student
- Speak clearly, loudly or quietly depending on the effectiveness for the student.
- Change tone of voice to cue student and sustain attention
- Use different color chalk/pens for emphasis or coding

Lesson Modifications and Accommodations
- Repeat/reword/rephrase directions as needed
- Redirect students to task
  - Provide directions in both written and oral form. Check to make sure students understand directions.
- Have a peer repeat the instructions
- Write oral instructions down and always keep in one place.
- Complete the first example with the student
- Provide an overview of lesson before teaching it
  - Activating prior knowledge, building upon associations, preparing student for learning content (i.e., setting predetermined goals, sharing goals and objectives before unit)
  - Extend time as needed or reconsider requirements (consider quality versus quantity or set individual objective in place of class-wide)
- Provide concrete examples before teaching abstract ones
- Reduce the number of concepts presented in one lesson or activity
- Provide highlighted text, student reads only highlighted portions
  - Modify Interactive Notebook pages (draw lines/webs/outlines, limit writing demands)
Provide outlines for note taking, copies of notes
- Prepare summary of important information with blanks for the student to fill in while listening
- Use of graphic organizers
- Schedule frequent, short conferences with the student to check for comprehension
- Allow students to tape record responses in lieu of writing
- Pull a small group for reading assignments
- Provide high interest- low level books in accordance with units being studied
- Break information into steps and monitor comprehension at small stages
- Use concrete examples
- Use overhead projector and keep each overhead for later review
- Involve student in the presentation (e.g., concept mapping, brainstorming)

Testing Modifications and Accommodations
- Provide study guides
- Modify assessments to focus on only essential information
- Modify testing formats (reformatted, alternate response modes i.e., oral)
- Eliminate reading comprehension portion of Assessment
- Open notebook for assessments
- Reduce number of choices for multiple choice questions
- Provide Word Banks
- Provide organizational assistance (i.e., charts/webs drawn, add lines etc.)
- Read test questions aloud
- Mask portions of test
- Provide extra time

In addition to these modifications, please refer to the Teacher’s Lesson Guide. Modifications for English language learners, special needs students and advanced learners are provided for each individual lesson. They can also be viewed on the digital teacher resource cd, provided with the teacher manual.

Technology

8.1 Educational Technology (Word | PDF)
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word | PDF)
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
21st Century Life and Careers

- **Career Ready Practices**
  These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. ([Career Ready Practices Poster](#))

- **9.1 Personal Financial Literacy**
  This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**
  This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**
  This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.