

**Mullica Township Schools**  
**Pacing Guide & Unit Overviews**  
**Grade: 6**  
**Subject Area: Social Studies Curriculum**  
**Mullica Township Middle School**

<b>Unit 1</b> Time Frame: Sept., Oct. Title: The Beginnings of Human Society	<b>Unit 2</b> Time Frame: Nov., Dec., Jan. Title: River Valley Civilizations	<b>Unit 3</b> Time Frame: Jan., Feb., March Title: Early and Classical Civilizations of Greece and Rome	<b>Unit 4</b> Time Frame: April, May, June Title: Expanding Exchanges and the Middle Ages
<p><b><u>STANDARDS</u></b>            6.2.8.A.1.a, 6.2.8.B.1.a            6.2.8.C.1.a, 6.2.8.C.1.b            6.2.8.D.1.a , 6.2.8.D.1.b            6.2.8.D.1.c, 6.2.8.A.2.a            6.2.8.A.2.b, 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</p>	<p><b><u>STANDARDS</u></b>            6.2.8.A.2.a, 6.2.8.A.2.b            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.A.3.b, 6.2.8.A.3.d            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.D.3.a, 6.2.8.D.3.b            6.2.8.D.3.c, 6.2.8.D.3.d            6.2.8.D.3.e</p> <p>Within this unit, the role of slavery in ancient civilizations is</p>	<p><b><u>STANDARDS</u></b>            6.2.8.A.3.a, 6.2.8.A.3.b            6.2.8.A.3.c, 6.2.8.A.3.d            6.2.8.A.3.e, 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.D.3.a            6.2.8.D.3.b, 6.2.8.D.3.c            6.2.8.D.3.d, 6.2.8.D.3.e</p> <p>Within this unit, the role of slavery in early and classical civilizations is covered. Make connections to the slave trade, modern-day slavery, and</p>	<p><b><u>STANDARDS</u></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.d, 6.2.8.B.4.e            6.2.8.B.4.f, 6.2.8.C.4.a            6.2.8.C.4.b, 6.2.8.D.4.a            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, 6.2.8.D.4.g</p> <p>Within this unit, the role of slavery in the middle ages is covered. Make connections to the slave trade, modern-day slavery, and genocides. Explore early</p>

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	covered. Make connections to the slave trade, modern-day slavery, and genocides. Emphasize the ideas of compassion, tolerance, and social justice. (Amistad mandate, Holocaust & Genocide Studies)	genocides. Emphasize the ideas of compassion, tolerance, and social justice. (Amistad mandate, Holocaust & Genocide Studies)	relationships between Europeans and Africans. Emphasize the ideas of compassion, tolerance, and social justice. (Amistad mandate, Holocaust & Genocide Studies)
<b><u>INTERDISCIPLINARY CONNECTIONS</u></b> RI.6.1 RI.6.2 RI.6.4. RI.6.7 W.6.4 W.6.5 W.6.6 W.6.7. W.6.3.A, B, C, D, E. (alternative) SL.6.5	<b><u>INTERDISCIPLINARY CONNECTIONS</u></b> R.I.6.1 R.I.6.2 R.I.6.3 R.I.6.4 R.I.6.7 W.6.4 W.6.5 W.6.6 W.6.7. W.6.1.A,B,C,D,E SL.6.5	<b><u>INTERDISCIPLINARY CONNECTIONS</u></b> RL.6.1 RI.6.1 RL.6.2 RI.6.2 RL.6.3 RI. 6.3 RI. 6.4 RI.6.6 SL.6.5	<b><u>INTERDISCIPLINARY CONNECTIONS</u></b> R.I.6.1 R.I.6.2 R.I.6.3 R.I.6.4 R.I.6.7 W.6.4 W.6.5 W.6.6 W.6.7. W.6.1.A,B,C,D,E W.6.3.A, B, C, D, E SL.6.6

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<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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<p>persevere in solving them.  CRP11. Use technology to enhance productivity.</p>			
<p><b>INSTRUCTIONAL MATERIALS</b>  History’s Mysteries: Otzi the Iceman  <u>Paleolithic &amp; Neolithic Era:</u>  Below GL – The Best Book of Early People  On GL – Science Detectives (Otzi Chapter – book room), Prehistoric Peoples, You Wouldn’t Want to be a Mammoth Hunter  Above Grade Level – Frozen Man (book room), DK Eyewitness Books: Early Humans  <u>Mesopotamia:</u>  Below GL – A True Book: Ancient Civilizations  Mesopotamia  On GL – Life in Ancient</p>	<p><b>INSTRUCTIONAL MATERIALS</b>  <u>Ancient India</u>  Below GL – Everyday Life in Ancient India  On GL – Life in the Ancient Indus River Valley  Above GL – The Ancient World: Ancient India  <u>Ancient China</u>  Sig Below GL – Magic Tree House Fact Tracker #31: China  Below GL – A True Book: Ancient Civilizations: Ancient China  On GL – The Ancient Chinese  Above GL – The Ancient World: Ancient China  Magazine – “Ancient China”  Additional book room suggestion – Level P: Great Wall</p>	<p><b>INSTRUCTIONAL MATERIALS</b>  <u>Ancient Greece</u>  Below GL – The Ancient Greeks (Level Q: Bookroom)  On GL – Usborne: Greeks  Above GL – Ancient Greece (Level Z+: bookroom/classroom)  Additional book room suggestion  Level Y: Greek Myths  <u>Ancient Rome</u>  Below GL – Ancient Romans by Daisy Kerr  On GL – History News: The Roman News by Andrew Langley  Above GL – Ancient Rome by Peter Benoit</p>	<p><b>INSTRUCTIONAL MATERIALS</b>  <u>Middle Ages</u>  Below GL – The Middle Ages by Jane Shuter  On GL – Medieval Society by Kay Eastwood  Above GL – Castle by David Macaulay    Additional book room suggestions:  Level Q – The Life of a Knight  Level R – Life on a Medieval Manor  Level V – Days of the Knights  Level Z – When Plague Strikes    Cross-curricular text: <u>Good Masters! Sweet Ladies! Voices from</u></p>

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<p>Mesopotamia (Peoples of the Ancient World)          Above GL – The Ancient World: Ancient Mesopotamia Magazine “Mesopotamia”</p>	<p>of China  <u>Ancient Egypt</u>          Below GL – Mummies, Pyramids, &amp; Pharaohs          On GL – Navigators: Ancient Egypt          Above GL – Life in Ancient Egypt          Additional suggestions from the book room:          Level U – Egypt          Level X – Pyramid</p> <p>Video clip: King Tut’s Tomb  <a href="http://video.nationalgeographic.com/video/king-tuts-tomb?source=relatedvideo">http://video.nationalgeographic.com/video/king-tuts-tomb?source=relatedvideo</a></p> <p>Infographic: Unmasking the Mystery of King Tut          Articles: “Mummy Murder Mystery Solved?,” “Mystery of King tut’s Death Solved? Maybe Not”</p> <p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p>	<p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p>	<p><u>a Medieval Manor</u></p> <p>Plague Investigation - “The Black Death”</p> <p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p>
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<p><b>ASSESSMENTS</b></p> <p><u>Formative Assessments:</u> discussion, exit tickets, responses to reading, GRAPES Google Slide presentation, quizzes</p> <p><u>Summative Assessments:</u> short research task (Otzi) graded for historical content, unit tests</p> <p><u>Alternative Assessments:</u> narrative writing piece (Otzi’s death day)</p> <p><u>Benchmark:</u> End of Unit test</p>	<p><b>ASSESSMENTS</b></p> <p><u>Formative Assessments:</u> discussion, exit tickets, responses to reading, quizzes</p> <p><u>Summative Assessments:</u> GRAPES Google Slide presentation, tests, writing piece (King Tut)</p> <p><u>Alternative Assessments:</u> choice board (to contain various short projects on each civilization)</p> <p><u>Benchmark:</u> End of Unit test</p>	<p><b>ASSESSMENTS</b></p> <p><u>Formative Assessments:</u> discussion, exit tickets, responses to reading, quizzes</p> <p><u>Summative Assessments:</u> GRAPES Google Slide presentation, tests, Roman Empire webquest</p> <p><u>Alternative Assessments:</u> STEM challenge - Identify a problem faced by the classical civilizations. Design a solution and build a prototype where applicable.</p> <p><u>Benchmark:</u> End of Unit test</p>	<p><b>ASSESSMENTS</b></p> <p><u>Formative Assessments:</u> discussion, exit tickets, responses to reading, quizzes</p> <p><u>Summative Assessments:</u> tests, “The Black Death” short argument piece, cross-curricular ELA project (monologue/dialogue) presentation</p> <p><u>Alternative Assessments:</u> participation in a living museum</p> <p><u>Benchmark:</u> End of Unit Test</p>
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**MODIFICATIONS**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages;

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additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

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