

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		US History: Grade 6	
Unit 1:	African Civilizations (Egypt)	Month:	September/October
Unit 2:	Asian Civilizations (China/India)	Month:	November/December
Unit 3:	Holocaust	Month:	January
Unit 4:	Mediterranean Empires (Greece & Rome)	Month:	February/March/April
Unit 5:	The Medieval World	Month:	May/June
Date Created or Revised:		June 2012	
BOE Approval Date:		8/28/12	

Pine Hill Public Schools Curriculum						
Unit Title: Civilizations in Africa					Unit #: 1	
Course or Grade Level: 6th Grade			Length of Time: 2 months			
Pacing	September/October					
Essential Questions	<ul style="list-style-type: none"> • TBD 					
Content	<ul style="list-style-type: none"> • Egypt • Nile River • Pharaohs • Hieroglyphics • Pyramids • Mummies 					
Skills	<ul style="list-style-type: none"> • Interpret a primary source • Compare and contrast the positive and negative affects of the Nile River on Egyptian life • Visualize life in Egypt through video & CD Rom pictures • Explain the social pyramid of Egyptian class system • Read & discuss the biographies of Hatshepsut & King Tut • Create a booklet of important Egyptian pharaohs • Read and answer questions using maps about Egypt • Read & write using hieroglyphics • Create a cartouche • Describe the process of mummification • Define new vocabulary words and correctly use them • Use guided reading handouts to identify the main ideas • Analyze newspaper & magazine articles 					
Assessments	<ul style="list-style-type: none"> • Create a poster or PowerPoint of an explorer • Create a timeline • Create a chart • Write current events analyzing newspaper and magazine articles • Tests, quizzes, rubrics 					
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Watch videos on Egypt & Mummies • Create an Egyptian cartouche • Art 					
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math: timeline activities; charts and graphs • Art: cartouche • Language arts (writing activities & vocabulary) • Reading (Accelerated Reader) • 					
Lesson resources / Activities	<ul style="list-style-type: none"> • student textbook • teacher made resources (notes, handouts, projects) • internet (BrainPop) • Junior Scholastic & Time for Kids Magazines • library (Accelerated Reader Program, novels) • video conferencing 					
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;		
<u>21st Century Themes</u>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial		Civic Literacy	Health Literacy

			Literacy			
<u>21st Century Skills</u>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

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

2009 NJCCCS

Standard: 6.3 Active Citizenship in the 21st Century

Strand(s): A. Civics, Government, & Human Rights

Content Statement(s): 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

CPI # / CPI(s): 6.3.8.A.3

[21st Century Themes](#)

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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[21st Century Skills](#)

	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**

Unit Title: Mediterranean Empires (Greece & Rome)		Unit #: 4
Course or Grade Level: 6 th Grade		Length of Time: 2-3 months
Pacing	February/March/April	
Essential Questions	<ul style="list-style-type: none"> • How did ancient Greece & Roman society shape our society today? 	
Content	<ul style="list-style-type: none"> • Ancient Greece • Athens/Sparta • Minoans/Mycenaeans • Ancient Rome • Punic War • Julius Caesar 	
Skills	<ul style="list-style-type: none"> • Label a map of ancient Greece & Rome/Italy • Compare & contrast Minoan civilization to Mycenaean civilization • Compare & contrast life in Athens to that of Sparta • Write an essay explaining why you would rather have lived in Athens or Sparta • Examine the 3 styles of Greek architecture • Create a Greek pot • Read and interpret biographies of the great philosophers • Compare the 3 great philosophers to one another and explain what they have contributed to today's society • Discuss the life & conquests of Alexander the Great • Read & discuss the story of Romulus & Remus • Compare & contrast Roman patricians & plebeians • Explain the causes of the Punic wars & discuss their affect on Rome • Read & discuss biographies of Hannibal, Julius Caesar, Augustus, & Marcus Aurelius • Create a chart comparing the rulers of Rome • Write a newspapers article on the death of Julius Caesar • Discuss Roman forms of entertainment • Discuss the rise & fall of the Roman Empire • Read and answer questions using maps • Define new vocabulary words and correctly use them • Use guided reading handouts to identify the main ideas • Analyze newspaper & magazine articles 	
Assessments	<ul style="list-style-type: none"> • student led group projects • multi-modal approaches to instruction • modified assignments/assessments • inclusive teaching practices 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Watch videos • Write a persuasive essay • Create a clay pot • Write a newspaper article • Brain pop 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Reading, writing, vocabulary , poetry: Midnight Ride of Paul Revere • Math: charts & graphs, scale • Art: create a clay pot 	
Lesson resources / Activities	<ul style="list-style-type: none"> • student textbook • teacher made resources (notes, handouts, projects) • internet (BrainPop) • Junior Scholastic & Time for Kids Magazines • library (Accelerated Reader Program, novels) • video conferencing 	
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): The Classical Civilizations of the		CPI # / CPI(s): 6..2.8.A.3.a; 6..2.8.A.3.b; 6..2.8.A.3.c; 6..2.8.A.3.d;

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					
<u>21st Century Themes</u>							
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<u>21st Century Skills</u>							
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

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