



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies COURSE Social Studies, Grade 6

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Social Studies, Grade 6

Department: Social Studies

Board Approval	Supervisor	Notes
August 2011	Eleanor Hughes	Born Date
July 2015	Stephen Sarles	Updated Standards
July 2016	Stephen Sarles	Updated Standards
December 2017	John Bosmans	Updated Standards
August 2018	John Bosmans	Prepare for Block
March 2019	John Bosmans	Review
August 2022	Valerie Sorce	Alignment to Standards

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Geographical Studies (US & World)	21	Civil War and Reconstruction (1855-1890)
2	Geographical Studies (US & World)	22	Civil War and Reconstruction (1855-1890)
3	Holocaust/Tolerance	23	Civil War and Reconstruction (1855-1890)
4	Holocaust/Tolerance	24	Civil War and Reconstruction (1855-1890)
5	Holocaust/Tolerance	25	Civil War and Reconstruction (1855-1890)
6	Holocaust/Tolerance	26	Civil War and Reconstruction (1855-1890)
7	Foundation of Government/Expansion and Reform	27	Civil War and Reconstruction (1855-1890)
8	Foundation of Government/Expansion and Reform	28	Civil War and Reconstruction (1855-1890)
9	Foundation of Government/Expansion and Reform	29	Civil War and Reconstruction (1855-1890)
10	Foundation of Government/Expansion and Reform	30	Civil War and Reconstruction (1855-1890)
Week	Marking Period 2	Week	Marking Period 4

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11	Foundation of Government/Expansion and Reform	31	Civil War and Reconstruction (1855-1890)
12	Foundation of Government/Expansion and Reform	32	Civil War and Reconstruction (1855-1890)
13	Foundation of Government/Expansion and Reform	33	Civil War and Reconstruction (1855-1890)
14	Foundation of Government/Expansion and Reform	34	The Development of Industry (1870-1900)
15	Foundation of Government/Expansion and Reform	35	The Development of Industry (1870-1900)
16	Foundation of Government/Expansion and Reform	36	The Development of Industry (1870-1900)
17	Foundation of Government/Expansion and Reform	37	The Development of Industry (1870-1900)
18	Civil War and Reconstruction (1855-1890)	38	The Development of Industry (1870-1900)
19	Civil War and Reconstruction (1855-1890)	39	The Development of Industry (1870-1900)
20	Civil War and Reconstruction (1855-1890)	40	Final Review/Benchmark

Holocaust Education: The Holocaust & Tolerance (NJSL 6.3.8.CivicsPR.5, 6.1.12.CivicsHR.11.a, 6.1.12.HistoryCC.11.d, 6.1.12.CivicsHR.11.b)

Amistad Education: Foundation of the U.S. Gov't/Expansion & Reform, Civil War & Reconstruction (NJSL 6.1.8.CivicsDP.3.a, 6.1.8.HistoryUP.3.c, 6.1.8.CivicsPI.3.a, 6.1.8.CivicsHR.4.a, 6.1.8.HistoryCC.5.e, 6.1.8.HistoryUP.5.b)

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LGBT+/Persons with Disabilities Education: Divergent paths of the American people (Westward Expansion)

Asian-American and Pacific Islander History Mandate: Read about the Asian American and Pacific Islander history and explain the role Chinese immigrants played in the construction of the Transcontinental Railroad (Westward Expansion).

Diversity, Equity, and Inclusion Mandate: Read about the Asian American and Pacific Islander history and explain the role Chinese immigrants played in the construction of the Transcontinental Railroad (Westward Expansion).

Core Instructional & Supplemental Materials including various levels of Texts

A History of US New Nation 1789-1850, A History of US War, Terrible War 1855-1865, Eyewitness Books Civil War, The Nystrom World Atlas, A Young People's History of the United States Columbus to the Spanish-American War, Surviving Hitler, Time For Kids, Chasing Lincoln's Killer, States and Capitals (Sheppard Software), Kahoot, Quizlet, Google Classroom, Google Suite, [LGBTQ History](#), [AAPI History](#), [Transcontinental Railroad](#)

Time Frame	2 Weeks
Topic	
Geographical Studies	
Alignment to Standards	
NJSL - 6.2.8.GeoPP.1.b, 6.2.8.GeoHE.2.a, 6.2.8.GeoPP.3.a, 6.2.8.GeoHE.4.c, 6.2.8.GeoPP.1.a	
Learning Objectives and Activities	
Students will be able to:	
<ul style="list-style-type: none"> Recognize that the world can be understood in terms of spatial differences, human systems, environments and types of societies. Describe the Earth using the 5 themes of Geography: Location, Place, Relationships within Places, Movement, and Regions 	

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- Use various maps (Political, Physical, Land Cover, Thematic) to process information and answer Open-Ended questions.
- Read and understand Map Keys and their Symbols, Charts, Graphs and Symbols, scale models, linear scales, map projections and Thematic Maps.
- Read varied types of Graphs (Bar, Pie, Line, Pictographs) to understand and determine answers for Urban Population, Imports and Exports, People Per Item, Population Growth, Energy Production and Consumption, and Mineral Resources.
- Read a World Facts Table of information to determine results.
- Utilize Geography Websites and GPS's such as Google Earth to determine results and answer questions.

Assessments

Formative:

- Teacher observation
- Class/ group participation
- Do Nows
- Exit Ticket
- KWL Charts
- Primary Source Document Analysis
- Homework Assessment
- Google Earth
- Map Skills
- Graph Analysis

Summative:

- Unit quizzes /tests

Benchmark:

- DBQ Analysis (Writing Sample) /Content assessment

Alternative:

-

Interdisciplinary Connections

English Language Arts- RH.6-8.7, RH.6-8.1. , RH.6-8.4., WHST.6-8.1.

- Geography Map and Chart Analysis, Essay Construction, Primary Source

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Analysis
Career Readiness, Life Literacies, and Key Skills
<ul style="list-style-type: none"> 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH.IPRET.8).
Technology Integration
<ul style="list-style-type: none"> Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms. <ul style="list-style-type: none"> 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events. <ul style="list-style-type: none"> 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.
Career Education
CRP2,CRP5- Students will analyze and interpret the impact on the historical impact of movement by various groups throughout the course of civilization and how this movement and settlement has impacted society.

Time Frame	4 Weeks
Topic	
The Holocaust/Tolerance	
Alignment to Standards	
NJSL - 6.3.8.CivicsPR.5, 6.1.12.CivicsHR.11.a, 6.1.12.HistoryCC.11.d,	

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6.1.12.CivicsHR.11.b

Learning Objectives and Activities

Students will be able to:

- Recognize that there is value, as well as potential for misunderstanding, in cultural diversity.
- Understand that media must be critically analyzed in order to assess different viewpoints and to detect bias, opinion, and stereotypes.
- Recognize that strategies for managing and resolving conflict must be collaboratively developed and practiced.
- Understand that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Tap prior knowledge of WWII and the Holocaust.
- Identify the meaning of key terms related to genocide such as prejudice, discrimination, scapegoating, anti-Semitism, and racism.
- Interpret a map of Germany's domination during the Holocaust.
- Examine a timeline of World War II.
- Answer literal and inferential questions.
- Express opinions about relevant events.
- Make predictions about later events.
- Identify key characters.
- Understand main ideas.
- Relate events in the past to present world problems.
- Appreciate the need for tolerance of other people.
- Determine prior knowledge of WWII and the Holocaust using an Anticipation Guide.
- Construct word pictures of important vocabulary words related to the Holocaust.
- Complete journal entries related to novel reading.
- Prepare a webquest based on children of the Holocaust.
- Express thoughtful opinions about relevant events discussed in a novel.
- Read and discuss novels about the Holocaust such as ***Number the Stars***, ***Surviving Hitler***, and ***Daniel's Story***.
- Examine a timeline of a survivor of the Holocaust.
- View and discuss videos such as ***Paper Clips*** and ***Miracle at Midnight***.
- Complete one project-based assessment (poem, story, art, or research) at the completion of the unit.
- Research the music of Germany during the time of the Holocaust and report on its effects on the Jews as well as the Germans.





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- Construct a Venn Diagram showing a comparison with a character in a Holocaust novel.
- Make an identity map.
- Analyze and discuss current events articles through the use of the Internet and newspaper, and ***Time for Kids*** magazine.

Assessments

Formative:

- Class discussion
- Oral Presentation
- Venn Diagrams
- Primary source analysis on Holocaust survivors
- DBQ Analysis
- Graphic organizer
- Homework Review
- Journal entries related to novel readings
- Timelines, Geography Map Analysis
- Teacher observation

Summative:

- Student generated project on the Holocaust/Tolerance unit in the form of a poem, story, art presentation using Canva, or Google Slides

Benchmark:

-

Alternative:

- Student generated project on the Holocaust/Tolerance unit in the form of a poem, story, art presentation using Canva, or Google Slides

Interdisciplinary Connections

English Language Arts- NJSLA.R1, NJSLA.R2, WHST.6-8.4, WHST.6-8.6, RH.6-8.1., RH.6-8.2. Students will analyze and interpret primary source documents, DBQ online, present written arguments during class discussion.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines,

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and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH.IPRET.8).

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

CRP5- Students will analyze the global impact on events such as the Holocaust during WWII and the impacts that the event still has today in relation to other genocides taking place around the globe. Students will also discuss how to address the issues of bullying and bias in both their own lives, but also how to implement change on a broader scale.

Time Frame	10 Weeks
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Topic

Foundation of U.S Government/ Expansion & Reform

Alignment to Standards

[NJSL](#) - 6.1.8.HistoryCC.4.a, 6.1.8.HistoryCC.4.b, 6.1.8.HistoryCC.4.c, 6.1.8.HistoryCC.4.d, 6.1.8.CivicsDP.4.a, 6.1.8.EconET.4.a, 6.1.8.EconNE.4.a, 6.1.8.EconNE.4.b, 6.1.8.GeoSV.4.a, 6.1.8.EconET.4.a, 6.1.8.CivicsHR.4.a, 6.1.8.CivicsDP.3.a, 6.1.8.EconET.3.a, 6.1.8.CivicsHR.3.a, 6.1.8.CivicsHR.3.b, 6.1.8.HistoryCC.3.a, 6.1.8.HistoryCC.3.b, 6.1.8.HistoryCC.3.c, 6.1.8.HistoryCC.3.d,

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6.1.8.HistorySE.3.a, 6.1.8.HistorySE.3.b, 6.1.8.HistoryUP.3.a, 6.1.8.HistoryUP.3.b,
6.1.8.HistoryUP.3.c, 6.3.8.CivicsPD.1, 6.1.8.CivicsHR.3.b, 6.1.8.CivicsHR.3.c,
6.1.8.CivicsPD.3.a, 6.1.8.CivicsPI.3.a, 6.1.8.CivicsPI.3.b, 6.1.8.CivicsPI.3.c,
6.1.8.CivicsPI.3.d, 6.1.8.GeoSV.3.a

Learning Objectives and Activities

Students will be able to:

- Assess the degree to which the ideals set forth by the Founding Fathers resulted in a nation of freedom and opportunity for all citizens.
- Describe how the rights of African Americans, Native Americans, and Women were not addressed during this time period.
- Identify the push and pull factors that drove westward expansion.
- Analyze how American territorial expansion between 1801-1861 affected relations with external powers and Native Americans.
- Explain the role Chinese immigrants played in the construction of the Transcontinental Railroad.
- Identify the ways in which political democracy after 1800 was extended, restricted, and reorganized.
- Recognize that there were numerous sources contributing to the character of cultural, religious, and social reform movements in the Antebellum Period.
- Describe the ways in which industrialization led to modernization in America.
- Recognize that non-traditional leaders such as Sagoyewatha (Red Jacket), Tekamth (Tecumseh), and Osceola also contributed to the nation's growth, while other leaders contributed to the nation's cultural and industrial development (Ex.- Samuel Slater, Francis Cabot Lowell, Eli Whitney, DeWitt Clinton, Robert Fulton, and Peter Cooper, Sequoyah, William Lloyd Garrison, Frederick Douglass, Henry Clay, John Calhoun, Daniel Webster, and Robert Young Hayne).
- Create a coin for the current president of the United States.
- Recreate the US Nickel with various of achievements of Jefferson depicted
- Write a one-paragraph report outlining the events of Jefferson's presidency.
- Compare a modern day expedition into the unknown with the expedition of Lewis and Clark in journal format.
- Use a comic strip format to tell the story of Red Jacket, Tecumseh, and Osceola.
- Write a personal response to the question: What does the United States flag mean to me?
- Draw a political cartoon illustrating the best solution to the Barbary problem.
- Listen to work songs or selections that evoke the age of industry.
- Design a mode of transportation for the future and name the design.

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- Create a pamphlet describing the economic advantages of using steam in transportation.
- Compose a poem in honor of the Cherokee Indians and the Trail of Tears using the Cherokee Nation Cultural site
- Learn basic words in Cherokee and take lessons in the Cherokee language.
- Write one-paragraph about Osceola's traits as a leader.
- Write a paragraph explaining the factors that caused the North and South to take opposing sides on the issue of slavery.
- Present an anti-slavery speech Frederick Douglass may have given.
- Research the potato famine and why it proved to be so devastating to the Irish.
- Write a one-paragraph letter to President Monroe giving at least three reasons why further exploration in the West is unnecessary.
- View and discuss the video ***Freedom: A History of Us***.
- Draw two illustrations or cartoons about Manifest Destiny- one from the viewpoint of an American who supported manifest destiny and one from the viewpoint of the western Indian.
- Create a dramatic presentation in story form of one of the remarkable women who helped make the American West a legendary place.
- Plot the route to Sacramento as the Forty-niners would have done during the Gold Rush.
- Write a short play, poem, or dialogue expressing a city dweller's reaction to nineteenth- century urban life.
- Create a timeline of the women's rights movement, beginning with the first female institutions of higher learning in America or women abolitionists of the 1830s, including Sarah and Angelina Grimke and Lucy Stone.
- Investigate child labor abuses around the world and lobby for anti-child labor legislation through the International Labour Organization, a specialized agency of the United Nations.
- Watch the movie *Amistad* and evaluate its historical accuracy.
- Research the racial demographics of the United States in 1850, paying particular attention to the distribution of free Black Americans and enslaved people, and analyze how those patterns have changed over time.
- Review routes used on the underground railroad and study how homes were set up to help aid slaves in their journey to the North.
- Compose a brief essay identifying and explaining a law, a school, or government policy that is unjust. Describe the issues or tactics to be used to protest.
- Review how a bill becomes a law and create a class bill.
- Analyze and discuss current events articles through the use of the Internet and newspaper, and ***Time for Kids*** and ***Newsela(online)*** magazines.

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Assessments

Formative:

- Open-ended questions
- DBQ analysis
- class discussion
- Do Now Activity
- Exit Ticket
- Do No Activity
- Scavenger Hunts
- Graphic Organizer
- Journal Entry
- Webquest
- Geography Map Analysis

Summative:

- Unit Test/Open Ended Essay

Benchmark:

-

Alternative:

- Sante Fe Trail student presentations, create model of sod houses in collaborative groups,

Interdisciplinary Connections

English Language Arts RH.6-8.1,RH.6-8.2,RH.6-8.3, RH6-8.9
NJSLSA.W1,WHST.6-8.9, WHST.6-8.1 . - Students will read, analyze, and interpret primary source documents on the same topic and compare and contrast their views on the topic. Students will construct an open ended essay based on research. Students will research and identify how a bill becomes a law in the United States.

Career Readiness, Life Literacies, and Key Skills

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 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

CRP1, CRP4, CRP5- Students will identify and explain a law, a school, or government policy that is unjust clearly and effectively with reason. Describe the issues or tactics to be used to protest as a responsible citizen as well as evaluate the environmental, social, and economic impact of those decisions.

Time Frame	16 Weeks
Topic	
Pre-Civil War/Civil War/Reconstruction	
Alignment to Standards	
NJSLs - 6.1.8.HistoryCC.5.a, 6.1.8.HistoryCC5.b, 6.1.8.HistoryCC.5.c, 6.1.8.HistoryCC.5.d, 6.1.8.HistoryCC.5.e, 6.1.8.HistoryCC.5.f, 6.1.8.HistoryCC.5.g, 6.1.8.HistoryUP.5.a, 6.1.8.HistoryUP.5.b, 6.1.8.HistoryUP.5.c	
Learning Objectives and Activities	
Students will be able to: <ul style="list-style-type: none"> • Explain the regional differences between the North and the South that led to the Civil War. 	

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- Analyze the different perspectives of Americans regarding the emancipation of slaves.
- Describe the mechanisms, both successful and unsuccessful, that were employed to rehabilitate the country during the Reconstruction era, as well as their consequences.
- Acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment during the American Civil War shaped American heritage
- Read historical narratives imaginatively.
- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Consider multiple perspectives.
- Analyze cause and effect relationships.
- Formulate historical questions.
- Obtain historical data.
- Evaluate the implementation of a decision.
- Draw upon visual, literary, and musical sources to arrive at conclusions about a historical issue.
- Use maps and atlases and other graphic representations to acquire, process, and report information from a spatial perspective.
- Research the statistics of the Civil War, such as the total miles of railroad track in the North and South, and the number of casualties, creating charts and graphs to display these statistics in order to better understand the war's trajectory and outcome.
- Discuss what was going on in the South, both socially and economically, at the start of Reconstruction and from the perspective of a white Southerner, white Northerner, freedman or freedwoman, and President Johnson.
- Create an Alphabet Book of Civil War terms, people, and places with illustrations.
- Read about other civil wars, past or present, to discover how they were similar to or different from the American Civil War.
- Write a journal entry to present a viewpoint of slavery and what can be done about it.
- Make a model or diagram of the cotton gin.
- Locate letters written by people living at the time of the Civil War and compare them to letters students would write today.
- Visualize what it would have been like to be a witness to the battle of Manassas (Bull Run).
- Listen to "Dixie," which was a favorite song of the South, and "The Battle Cry of Freedom," a favorite Northern song.

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- Select one of the Mathew Brady photographs and make a pencil or pen and ink sketch of the photograph.
- Research directions to make a pinhole camera and take some photographs.
- Write a script for a television documentary called ***The Two Harriets: Women Who Changed America*** (Harriet Tubman and Harriet Beecher Stowe).
- Express a point of view in journal entry form as if there was a presidential election held today with the two candidates being Abraham Lincoln and Jefferson Davis.
- Explain and support a viewpoint in one paragraph about whether John Brown was a madman or a martyr.
- Act out the play ***In the Fog*** about Civil War ghosts at Gettysburg.
- Listen to and read along in a novel about the Civil War, Abraham Lincoln, or slavery, such as ***Slave Dancer***, ***Charley Skedaddle***, or ***The Search for Lincoln's Killer***.
- Read about an anaconda, a snake that squeezes its prey, and relate it to the Anaconda Plan.
- Look in almanacs or encyclopedias for average monthly temperatures and other weather conditions in Virginia, Tennessee, or other states where battles were fought, keeping in mind that soldiers lived in tents and endured weather extremes in all seasons.
- Make hardtack, the staple of Union soldiers.
- Research and discuss the major diseases that killed so many during the Civil War to find out what caused them and how we treat them today.
- Write a letter to a friend or relative back home that describes your life as a Confederate soldier, including details about food, shelter, clothing, duties, and activities.
- Research code-writing, the enigma machine, and invisible ink.
- View and discuss a movie about the Civil War soldiers, such as ***Pink and Say***.
- Conduct a living history simulation of some aspect of Civil War soldier or civilian life.
- Write a journal entry reacting to Stonewall Jackson's death from the perspective of a Northern soldier.
- Choose one of the naval battles of the Civil War and write a ballad of that event.
- Write a diary or series of postcards home describing a journey through the South describing the conditions there.
- Use websites (such as the Library of Congress, the National archives, or the Freedmen's Bureau) to locate photographs of the South and freed blacks, and then organize and display the photos as a photo essay.

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- Present a reader's theater production on the lives of children after the Civil War using the source ***American Childhoods***, edited by David Willis McCullough.
- Create a list of positive presidential qualities and then create and post a classified ad for a U.S. President.
- Discuss what was going on in the South at the start of Reconstruction, and from the perspective of a white Southerner, white Northerner, freedman or freedwoman, and President Johnson.
- Brainstorm examples supporting the author's statement that "freedom means choices and responsibilities," and then write a paragraph about the meaning of freedom.
- Write a letter from a Northern soldier, carpetbagger, or Freedmen's Bureau employee describing why they came to the South in 1867.
- Nominate Thaddeus Stevens to the Hall of Fame, explaining why he is important and should be honored.
- Review the major events of Reconstruction, putting the events in chronological order and explaining their impact.
- Draw a map of the United States that communicates the dates or the order in which the former Confederate states adopted their Reconstruction constitutions.
- Compose "Sharecropper Math Problems" using the sharecropper's payment of one-half or one-third of his harvest to the landowner.
- View and discuss the video ***Freedom: A History of Us***
- Examine the physical and political features, the land, climate, vegetation, land use, natural resources and people of the world in general, and North America, Canada, Middle, and South America specifically.
- Analyze and discuss current news articles through use of the Internet, newspaper, and ***Time for Kids*** magazine.

Assessments

Formative:

- Primary Source analysis
- teacher observation
- Oral Presentations
- Do Now Activity
- Exit Ticket
- Class Discussion
- Teacher Observation
- Homework Assessment
- Journal Entry

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- Document based assessments using cause and effect charts, timelines, maps, historical writing, pictures, letters, primary and secondary sources.

Summative:

- Unit Quizzes & Chapter Test
- Student created Wax Museum of famous figures from the American Civil War

Benchmark:

-

Alternative:

- Student generated models of the cotton gin, create a pinhole camera, living history simulation of the life of a Civil War Soldier, Student created Wax Museum of famous figures from the American Civil War

Interdisciplinary Connections

English Language Arts- NJLSA.R1, NJLSA.R8, RH.6-8.1, RH.6-8.2., NJLSA.W4, WHST.6-8.2- Students will read, analyze, and interpret primary source documents. Generate essays on the topic of the American Civil War focused on famous figures and their impact.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.

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- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

Time Frame	5 Weeks
Topic	
The Development of the Industrial United States	
Alignment to Standards	
NJSL - 6.1.12.HistoryUP.5.a, 6.1.12.CivicsDP.5.a	
Learning Objectives and Activities	
<p>Students will be able to:</p> <ul style="list-style-type: none">● Chart a variety of points of view about the West.● Discover what pressures affected Native Americans' ways of life in the West after the Civil War.● Debate the inevitability of Native Americans having to give up their traditional lands and lifestyles.● Describe the problems of pollution in American cities in the 19th century.● Recognize the tone and conduct of politics in the Gilded Age.● Describe reasons immigrants came to the United States.● Identify achievements of some immigrants.● Chart opposition to immigration.● Track the consequences of anti-Chinese racism.● Identify issues behind the campaign for women's suffrage.● Describe how the country had changed both socially and economically between 1776 and 1876.● Assess the problems of the country 1876.●● Evaluate Edison's inventions and his contributions to American life.● Learn about patterns and mechanisms of segregation both in the Jim Crow South and other regions of America.	

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- Evaluate the lives of African Americans in the post Civil War era.
- Evaluate the steps taken by the government of the USA to address discrimination towards Native Americans, African Americans, and women during this time period.
- Describe the ways Andrew Carnegie and John D. Rockefeller influenced the world.
- Debate the ethics of monopolies and government intervention.
- Sing or listen to the songs of the Old West.
- Create a "Help Wanted" ad for a cowboy that includes a description of the job and the skills needed to fill it.
- Complete a postcard and message home about a train trip through the wild West.
- Research the ethnic groups that built the transcontinental railroad, especially the Chinese.
- Design an advertisement that encourages homesteading on the Great Plains, including information about the land and the benefits of owning a farm, as well as the requirements for land ownership.
- Review latitude and longitude and use a map to locate the 95th meridian and the areas promised to Native Americans.
- Establish connections between the modern Native American and those of the past in terms of lifestyle.
- Write your own personal reaction to the treatment of the Nez Perce by the United States government.
- Read a portion of *The New Colossus* by Emma Lazarus and discuss its significance.
- Compare immigration today and in the past and display that information on charts and graphs.
- Analyze immigration statistics to determine the effect of the Chinese Exclusion Act of 1882 and chart those numbers.
- Draw a political cartoon expressing whether immigrants and aliens today are free of racism and inequality.
- Listen and read along in a novel about the immigration entitled ***The Orphan of Ellis Island***.
- Take a virtual tour of a New York City tenement.
- Invite a representative from the League of Women Voters to speak about that organization, which was founded in 1920.
- Research the first president elected after women had the right to vote and discuss whether the "woman's vote" played a significant role in that election.
- Create and illustrate a timeline of women's suffrage events.

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- Make word games and crossword puzzles using terms from America's first hundred years.
- Conduct experiments and create hands-on models based on Edison's inventions.
- Compare the United States and South Africa to determine if segregation is alive in other parts of the world today.
- Nominate an event and a person that you think most deserves to be included in a Reconstruction and Reform Hall of Fame.
- Examine the illustrations that accompanied the first edition of Baum's ***The Wizard of Oz*** and then try to imitate the artist's style by creating illustrations to accompany the story.
- Devise a business plan to design, produce, and market a product and document profits, losses, and expenses.
- Play the game Monopoly or create a new version of the game. act out the play ***Grandpa and the Statue*** about the Statue of Liberty.
- View and discuss the video ***Freedom: A History of Us***.
- Examine the physical and political features, the land, climate, vegetation, land use, natural resources and people of South America, Africa, and Europe.
- Analyze and discuss current news articles about through use of the Internet and newspaper, and ***Time for Kids*** magazine

Assessments

Formative:

- Teacher observation
- Class discussion
- Reading and Note Taking
- Kahoot
- Quizlet Review
- DBQ Online Analysis
- Geography Map Analysis
- Do Now Activity
- Exit Ticket
- Role Play
- Graphic Organizer
- Virtual Tour

Summative:

- Research Paper

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Benchmark:

- DBQ Writing Sample/Content Assessment

Alternative:

-

Interdisciplinary Connections

English Language Arts- NJSLA.R1, NJSLA.R8, RH.6-8.1, NJSLA.W4, WHST.6-8.2- Students will analyze primary source documents to present arguments and construct essays.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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Career Education





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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

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- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

