

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 6th Subject: Middle School Social Studies Adoption Date: 4/01/2014 Revision Date: 4/06/2022

	MP1	MP2	MP3	MP4
Pacing Guide	<p>1. How can I evaluate whether it was better to be a lord or a peasant? (5 weeks)</p> <p>2. How can I analyze why knights and castles were needed in Medieval Europe? (4 weeks)</p> <p>3. How can I understand why the Magna Carta is important to us today? (2 weeks)</p>	<p>1. How can I evaluate the major achievements of ancient Asia? (4 weeks)</p> <p>2. How can I understand why the geography of China affected its interaction with other societies? (4 weeks)</p> <p>3. How can I analyze how trade led to an exchange of cultures? (4 weeks)</p>	<p>1. How can I understand why geography influenced the development of the Mayan, Aztec and Incan empires? (3 weeks)</p> <p>2. How can I evaluate the major achievements of the Mayans, Aztecs and Incas? (4 weeks)</p> <p>3. How can I analyze how European exploration impacted trade and cultures around the world? (4 weeks)</p>	<p>1. How can I understand why the search for natural resources resulted in conflict and cooperation among the early European colonists and the Native Americans? (3 weeks)</p> <p>2. How can I understand why the English settled the 13 American colonies? (3 weeks)</p> <p>3. How can I analyze how slaves were different from indentured servants? (3 weeks)</p>
Instructional Materials	<p>1. GLENCOE-MCGRAW HILL: <u>Human Heritage /A World History</u></p> <p>2. Maps</p> <p>3. BrainPop</p> <p>4. Primary Source Reading: <i>Magna Carta, Bill of Rights</i></p> <p>5. Discovery Education</p>	<p>1. GLENCOE-MCGRAW HILL: <u>Human Heritage /A World History</u></p> <p>2. Maps</p> <p>3. BrainPop</p> <p>4. Discovery Education Streaming Website</p> <p>5. HOLT: <u>World History -</u></p>	<p>1. GLENCOE-MCGRAW HILL: <u>Human Heritage /A World History</u></p> <p>2. Maps</p> <p>3. BrainPop</p> <p>4. Discovery Education Streaming Website</p> <p>5. HOLT: <u>World History -</u></p>	<p>1. GLENCOE-MCGRAW HILL: <u>Human Heritage /A World History</u></p> <p>2. Maps</p> <p>3. BrainPop</p> <p>4. Discovery Education Streaming Website</p> <p>5. HOLT: <u>World History -</u></p>

	<p>Streaming Website 6. HOLT: <u>World History - Medieval to Early Modern Times</u> 7. Additional Library Resources 8. Social Studies Weekly newspapers 9. Internet resources 10. ReadWorks articles 11. Newsela articles</p>	<p><u>Medieval to Early Modern Times</u> 6. Additional Library Resources 7. Social Studies Weekly newspapers 8. Internet resources 9. ReadWorks articles 10. Newsela articles</p>	<p><u>Medieval to Early Modern Times</u> 6. Additional Library Resources 7. Social Studies Weekly newspapers 8. Internet resources 9. ReadWorks articles 10. Newsela articles</p>	<p><u>Medieval to Early Modern Times</u> 6. Additional Library Resources 7. Social Studies Weekly newspapers 8. Internet resources 9. ReadWorks articles 10. Newsela articles</p>
Activities	<p>One: Research day to day life of various medieval figures, e.g. knight, farmer, midwife, blacksmith, priest, etc. and create a group presentation (Studies Weekly newspaper)</p> <p>Two: Create a group castle then create siege weapons to attack and defend the castle</p> <p>Three: Analyze the Magna Carta and the Bill of Rights to determine the influence of the Magna Carta on modern democratic thought (ReadWorks and Newsela articles)</p>	<p>One: Research achievements of Ancient China and Feudal Japan then create a presentation (Studies Weekly newspapers)</p> <p>Two: Research and create one section of the Great Wall of China, then combine to make one class Great Wall</p> <p>Three: Analyze text of the Silk Road, then roleplay as a Silk Road trader</p>	<p>One: Research the geography of MesoAmerica and analyze how the empires of the Mayans, Aztecs, and Incas developed.</p> <p>Two: Create a Mayan pyramid, an Aztec sun god and an Incan suspension bridge</p> <p>Three: Research and create a brochure and project of one explorer of the Age of Discovery era</p>	<p>One: Write and perform a skit of life in the early colonies, showing how Native Americans helped in Jamestown and Plymouth</p> <p>Two: Create a PowerPoint presentation of each of the 13 colonies to explain how and why each was founded and their types of government</p> <p>Three: Analyze primary sources and historical fiction to compare and contrast the lives of slaves and indentured servants</p>
Standards	<p>Activity One: 6.2.8.D.4.d Activity Two: 6.2.8.B.4.f Activity Three: 6.2.8.A.4.c</p>	<p>Activity One: 6.2.8.D.4.g Activity Two: 6.2.8.B.4.f Activity Three: 6.2.8.B.4.b</p>	<p>Activity One: 6.2.8.B.4.a Activity Two: 6.2.8.D.4.g Activity Three: 6.1.8.C.1.a</p>	<p>Activity One: 6.1.8.2.b. Activity Two: 6.1.8.A.2.a Activity Three: 6.1.8.C.2.a</p>

<p>Accommodations and Modifications</p>	<p>English language learners: -Highlight key vocabulary (Activity One) -Assign a buddy, same language or English speaking (Activity Two) -Provide simplified articles (Activity Three)</p> <p>At Risk of School Failure: -Break assignments into a series of smaller assignments (Activity One) -Allow student to work independently with teacher guidance (Activity Two) -Provide simplified articles (Activity Three)</p> <p>Gifted and Talented Students: -Give students opportunities to mentor other students. (Activity One) -Give students opportunities to teach other students (Activity Two) -When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p>Students with 504 plans: -Students with hearing, visual or cognitive impairment may have extra time (Activity One) -Limit number of oral instructions (Activity Two) -Simplify materials and break instructions into</p>	<p>English language learners: -Highlight key vocabulary (Activity One) -Assign a buddy, same language or English speaking (Activity Two) -Provide simplified articles (Activity Three)</p> <p>At Risk of School Failure: -Break assignments into a series of smaller assignments (Activity One) -Allow student to work independently with teacher guidance (Activity Two) -Provide simplified articles (Activity Three)</p> <p>Gifted and Talented Students: -Give students opportunities to mentor other students. (Activity One) -Give students opportunities to teach other students (Activity Two) -When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p>Students with 504 plans: -Students with hearing, visual or cognitive impairment may have extra time (Activity One) -Limit number of oral instructions (Activity Two) -Simplify materials and break instructions into</p>	<p>English language learners: -Highlight key vocabulary (Activity One) -Assign a buddy, same language or English speaking (Activity Two) -Provide simplified websites/articles for research (Activity Three)</p> <p>At Risk of School Failure: -Break assignments into a series of smaller assignments (Activity One) -Allow student to work independently with teacher guidance (Activity Two) -Provide simplified articles (Activity Three)</p> <p>Gifted and Talented Students: -Give students opportunities to mentor other students. (Activity One) -Give students opportunities to teach other students (Activity Two) -When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p>Students with 504 plans: -Students with hearing, visual or cognitive impairment may have extra time (Activity One) -Limit number of oral instructions (Activity Two) -Simplify materials and</p>	<p>English language learners: -Highlight key vocabulary (Activity One) -Assign a buddy, same language or English speaking (Activity Two) -Provide simplified websites/articles for research (Activity Three)</p> <p>At Risk of School Failure: -Break assignments into a series of smaller assignments (Activity One) -Allow student to work independently with teacher guidance (Activity Two) -Provide simplified articles (Activity Three)</p> <p>Gifted and Talented Students: -Give students opportunities to mentor other students. (Activity One) -Give students opportunities to teach other students (Activity Two) -When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p>Students with 504 plans: -Students with hearing, visual or cognitive impairment may have extra time (Activity One) -Limit number of oral instructions (Activity Two) -Simplify materials and</p>
---	---	---	---	---

	<p>chunks (Activity Three)</p> <p>Special Education: -Preferential seating -Extra time on quizzes and tests -Modify assignments -Directions repeated, clarified, or reworded</p>	<p>chunks (Activity Three)</p> <p>Special Education: -Preferential seating -Extra time on quizzes and tests -Modify assignments -Directions repeated, clarified, or reworded</p>	<p>break instructions into chunks (Activity Three)</p> <p>Special Education: -Preferential seating -Extra time on quizzes and tests -Modify assignments -Directions repeated, clarified, or reworded</p>	<p>break instructions into chunks (Activity Three)</p> <p>Special Education: -Preferential seating -Extra time on quizzes and tests -Modify assignments -Directions repeated, clarified, or reworded</p>
--	---	---	---	---

Interdisciplinary Connections	<p>Activity One: Reading and conducting research requires language arts skills</p> <p>Activity Two: Building castles and siege weapons require STEM skills</p> <p>Activity Three: Reading and analysis requires language arts skills</p>	<p>Activity One: Reading and conducting research requires language arts skills</p> <p>Activity Two: Building Great Wall of China requires STEM skills</p> <p>Activity Three: Reading and analysis requires language arts skills</p>	<p>Activity One: Reading and analysis requires language arts skills</p> <p>Activity Two: Creating Mayan pyramid, Aztec sun god and Inca suspension bridge requires Art and STEM skills</p> <p>Activity Three: Reading and conducting research requires language arts skills</p>	<p>Activity One: Reading and writing requires language arts skills</p> <p>Activity Two: Researching and creating slide show presentations requires language arts and technology (computer) skills</p> <p>Activity Three: Reading and analysis requires language arts skills</p>
-------------------------------	---	--	--	--

Assessments	<p>Benchmark Assessments (Pre-tests)</p> <p>Formative Assessments (assignments that inform instruction): Vocabulary tests, Reading tests, Homework completion</p> <p>Summative assessments (end-of-unit tests): Group</p>	<p>Benchmark Assessments (Pre-tests)</p> <p>Formative Assessments (assignments that inform instruction): Vocabulary tests, Reading tests, Homework completion</p> <p>Summative assessments (end-of-unit tests): Group</p>	<p>Benchmark Assessments (Pre-tests)</p> <p>Formative Assessments (assignments that inform instruction): Vocabulary tests, Reading tests, Homework completion</p> <p>Summative assessments (end-of-unit tests): Group</p>	<p>Benchmark Assessments (Pre-tests)</p> <p>Formative Assessments (assignments that inform instruction): Vocabulary tests, Reading tests, Homework completion</p> <p>Summative assessments (end-of-unit tests): Group</p>
-------------	--	--	--	--

	presentations, Projects, End of unit test	presentations, Projects, End of unit test	presentations, Projects, End of unit test	presentations, Projects, End of unit test
21st Century Themes and Skills	<p>Activity One: Research day to day life of various medieval figures, e.g. knight, farmer, midwife, blacksmith, priest, etc. and create a group presentation CRP 1, CRP 4, CRP 7, CRP 12</p> <p>Activity Two: Create a group castle then create siege weapons to attack and defend the castle CRP 1, CRP 6</p> <p>Activity Three: Analyze the Magna Carta and the Bill of Rights to determine the influence of the Magna Carta on modern democratic thought CRP 8</p> <p>Life Literacies and Key Skills 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>	<p>Activity One: Research achievements of Ancient China and Feudal Japan then create a presentation (Studies Weekly newspapers) CRP 1, CRP 4, CRP 7, CRP 12</p> <p>Activity Two: Research and create one section of the Great Wall of China, then combine to make one class Great Wall CRP 1, CRP 6, CRP 7, CRP 8</p> <p>Activity Three: Analyze text of the Silk Road, then roleplay as a Silk Road trader CRP 4, CRP 8, CRP 12</p> <p>Life Literacies and Key Skills 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>	<p>Activity One: Research the geography of MesoAmerica and analyze how the empires of the Mayans, Aztecs, and Incas developed. CRP 4, CRP 7</p> <p>Activity Two: Create a Mayan pyramid, an Aztec sun god and an Incan suspension bridge CRP2, CRP6</p> <p>Activity Three: Research and create a brochure and project of one explorer of the Age of Discovery era CRP 4, CRP 6, CRP 7</p> <p>Life Literacies and Key Skills 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>	<p>Activity One: Write and perform a skit of life in the early colonies, showing how Native Americans helped in Jamestown and Plymouth CRP 2, CRP 4, CRP 6</p> <p>Activity Two: Create a PowerPoint presentation of each of the 13 colonies to explain how and why each was founded and their types of government CRP 4, CRP 7, CRP 11</p> <p>Activity Three: Analyze primary sources and historical fiction to compare and contrast the lives of slaves and indentured servants CRP 2, CRP 8</p> <p>Life Literacies and Key Skills 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>

