

**Winslow Township School District**

**Grade 6 Social Studies**

**Unit 5 Ancient and Classical Greece**

**Overview:** In this unit, students will learn about ancient civilizations of Greece. Students will be able to recognize basic facts, governing systems, cultures and contributions to first societies of mankind. Students will learn, explore, and discover knowledge through demonstration of Language Arts Literacy skills, with some emphasis on writing. The Holocaust will be explored to understand the issues of bias, prejudice, and bigotry.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><a href="#">Unit 5</a></p> <p><b>Ancient and Classical Greece</b></p>	<ul style="list-style-type: none"> <li>• 6.2.8.HistoryUP.3.c</li> <li>• 6.2.8.HistoryUP.3.b</li> <li>• 6.2.8.HistoryUP.3.a</li> <li>• 6.2.8.HistoryCA.3.a</li> <li>• 6.2.8.HistoryCA.3.b</li> <li>• 6.2.8.CivicsPI.3.a</li> <li>• 6.2.8.CivicsHR.3.a</li> <li>• 6.2.8.CivicsDP.3.a</li> <li>• 6.2.8.CivicsDP.3.b</li> <li>• 6.3.8.CivicsPR.3</li> <li>• 6.2.8.GeoPP.3.a</li> <li>• 6.2.8.GeoPP.3.b</li> <li>• 6.2.8.EconGE.3.a</li> <li>• 6.2.8.EconEM.3.a</li> <li>• WIDA 1,5</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of Ancient Greece and explain the importance of Gods and Goddesses.</li> <li>• List the major city- states of Ancient Greece.</li> <li>• Describe the impact that inventions played in the development of the Greek civilizations.</li> <li>• Explain the impact that Pythagoras, Euclid, and Archimedes had on the foundations of mathematics.</li> <li>• Identify and understand prejudice and genocide.</li> </ul>	<ul style="list-style-type: none"> <li>• How did Greece's geography and access to natural resources influence the development of economics, political structure and social hierarchy?</li> <li>• Where is Ancient Greece located?</li> <li>• What is the importance of Gods and Goddesses?</li> <li>• What inventions were created by the Ancient Greeks?</li> <li>• What is the importance of the Olympics in Greek life?</li> </ul>

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"><li>• Greece, considered a classical civilization, developed and expanded into an empire of unprecedented size and diversity. By creating a centralized government and promoting commerce, a common culture, and social values, it became a major force in the Mediterranean.</li><li>• Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of this classical civilization.</li><li>• Though it declined as a result of internal weaknesses and external invasions, Greece left a lasting legacy.</li></ul>	<ul style="list-style-type: none"><li>• How did the role of Greek mathematicians impact mathematical teaching today?</li><li>• How and why Holocaust happened, how it could have been prevented, and the importance of studying it.</li></ul>
---	--	---

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

Curriculum Unit 5	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 5: Ancient and Classical Greece</b>	<b>6.2.8.HistoryUP.3.c</b>	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.	2	6
	<b>6.2.8.HistoryUP.3.b</b>	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).		
	<b>6.2.8.HistoryCA.3.a</b>	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.		
	<b>6.2.8.HistoryCA.3.b</b>	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.		
	<b>6.2.8.HistoryUP.3.a</b>	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.		
	<b>6.2.8.CivicsPI.3.a</b>	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.	2	
	<b>6.2.8.CivicsHR.3.a</b>	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.		
	<b>6.2.8.CivicsDP.3.a</b>	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).		
	<b>6.2.8.CivicsDP.3.b</b>	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.		
	<b>6.3.8.CivicsPR.3</b>	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).	1	
<b>6.2.8.GeoPP.3.a</b>	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.			

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

	<b>6.2.8.GeoPP.3.b</b>	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.		
	<b>6.2.8.EconGE.3.a</b>	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.		
	<b>6.2.8.EconEM.3.a</b>	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia		
Assessment, Re-teach and Extension			<b>1</b>	

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

**Unit 5 Grade 6**

<b>Content Statement</b>	<b>Indicator #</b>	<b>Indicator</b>
Historical contexts and events shaped and continue to shape people’s perspectives.	<b>6.2.8.HistoryUP.3.c</b>	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
Perspectives change over time.	<b>6.2.8.HistoryUP.3.b</b>	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
An individual’s perspective is impacted by their background and experiences	<b>6.2.8.HistoryUP.3.a</b>	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Historians analyze claims within sources for perspective and validity.	<b>6.2.8.HistoryCA.3.a</b>	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
	<b>6.2.8.HistoryCA.3.b</b>	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
Governments have different structures which impact development (expansion) and civic participation.	<b>6.2.8.CivicsPI.3.a</b>	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
Governments have protected and abused human rights (to varying degree)s at different times throughout history.	<b>6.2.8.CivicsHR.3.a</b>	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<b>6.2.8.CivicsDP.3.a</b>	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
	<b>6.2.8.CivicsDP.3.b</b>	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy	<b>6.3.8.CivicsPR.3</b>	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

Relationships between humans and environments impact spatial patterns of settlement and movement.	<b>6.2.8.GeoPP.3.a</b>	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
	<b>6.2.8.GeoPP.3.b</b>	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
Economic interdependence is impacted by increased specialization and trade.	<b>6.2.8.EconGE.3.a</b>	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	<b>6.2.8.EconEM.3.a</b>	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

Unit 5 Grade 6	
Assessment Plan	
<ul style="list-style-type: none"> <li>• Complete an assessment that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions.</li> <li>• Complete Active Journal Workbook pages that includes: main idea and detail skills, cause and effect skills, sequence skills, summarizing skills, definitions, matching, fill-in the blank, and open ended questions, timeline skills, map skills.</li> <li>• Explanatory Essay: Why did the power of the independent Greek city-states rise, peak, and fall? Use examples from this topic to support your main points.</li>   <li>• Homework monitor and assess class work.</li> </ul>	<ul style="list-style-type: none"> <li>• Short constructed response</li> <li>• Exit tickets</li> <li>• Project-Based Learning: The Influence of Ancient Greece</li> </ul> <p>On this Quest, you are a journalist working with a team to put together a television news magazine program on ancient Greece. You will gather information about ancient Greece by examining sources in your text and by conducting your own research. At the end of the Quest, you will write news stories, or segments, and perform a newscast presenting those stories.</p> <p>Primary source analysis of various accounts of the Holocaust and excerpts from the Diary of Anne Frank, Number the Stars</p>
Resources	Activities
<ul style="list-style-type: none"> <li>• Savvas myWorld Interactive World History Textbook</li> <li>• NBC Learn videos</li> <li>• Graphic Organizers and outline notes</li> <li>• Journal Entries and writing prompts</li> <li>• Leveled Reading</li> <li>• Writing Centers</li> <li>• Maps online and in textbook</li> <li>• Chrome-book and iPad</li> <li>• <a href="http://www.Readworks.org">www.Readworks.org</a></li> <li>• <a href="https://www.commonlit.org/">https://www.commonlit.org/</a></li> <li>• <a href="https://www.mrdonn.org/">https://www.mrdonn.org/</a></li> <li>• <a href="http://www.ducksters.com">www.ducksters.com</a></li> <li>• <a href="https://fcit.usf.edu/holocaust/activity/Intermed.htm">https://fcit.usf.edu/holocaust/activity/Intermed.htm</a></li> <li>• <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/introduction-study-holocaust/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/introduction-study-holocaust/</a></li> </ul>	<ul style="list-style-type: none"> <li>• On a map of Europe find and outline Ancient Greece and label the cities-states of Athens, Troy and Sparta.</li> <li>• Create a brochure featuring Greek Gods and Goddess including their name, symbol, title, and powers.</li> <li>• Using a Venn diagram compare and contrast the ancient Olympics to the modern Olympics.</li> <li>• Design a presentation in Google Slides about a survivor of the Holocaust and write a biography on them. Be sure to include their childhood, experience in the Holocaust, adult life, and their life after the Holocaust.</li> <li>• 4Write a brief summary of each of the famous people and what their contribution was to Greek society: Socrates, Plato, Aristotle, and Homer.</li> <li>• Compare / contrast essay for Athens and Sparta.</li> </ul>

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

<ul style="list-style-type: none"> <li>• <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/lesson-ideas-enrich-student-inquiry-holocaust/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/lesson-ideas-enrich-student-inquiry-holocaust/</a></li> <li>• <b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> <li>• <b>NJ Climate Change Education Resources-</b> <a href="https://www.nj.gov/education/standards/climate/index.shtml/">https://www.nj.gov/education/standards/climate/index.shtml/</a></li> <li>• <b>New Jersey Holocaust Commission Resources</b> Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 <a href="http://www.nj.gov/education/holocaust/">www.nj.gov/education/holocaust/</a></li> <li>• <b>New Jersey Amistad Commission Resources- NJ Department of Education</b> - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: <a href="http://www.nj.gov/education/amistad">www.nj.gov/education/amistad</a></li> </ul>	<ul style="list-style-type: none"> <li>• Write a narrative essay in the form of a diary entry of a day in the life of a Holocaust survivor.</li> </ul>
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol>



**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

**9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.

**9.4.8.TL.5:** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

**9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

**9.2.8.CAP.10:** Evaluate how careers have evolved regionally, nationally, and globally.

**9.2.8.CAP.16:** Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.

**9.4.8.CI.1:** Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

**9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.

**9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**9.4.8.IML.4:** Ask insightful questions to organize different types of data and create meaningful visualizations.

**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).

**9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**  
**Modifications for Special Education/504**

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 6-8 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Relate to and identify commonalities in history studies in student’s home country</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

**Interdisciplinary Connections**

**Interdisciplinary Connections:**

**RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RH.6-8.3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)

**RH.6-8.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RH.6-8.6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**4.MD.1.**

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

**Winslow Township School District**  
**Grade 6 Social Studies**  
**Unit 5 Ancient and Classical Greece**

**Integration of Computer Science and Design Thinking NJSLS 8**

- 8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2:** Compare how technologies have influenced society over time.