

Ocean Academy Charter School
Curriculum Guide
Grade 6 - Social Studies



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Created by:	Amy LaBarca and Dariaknna Yencer

OCEAN ACADEMY CHARTER SCHOOL Social Studies Curriculum	
Content Area: Social Studies	
Course Title: Social Studies - US History I	
Grade Level: Grade 6	
Topic Title	Pacing Guide in Days
Era 3 Revolution and the New Nation (1754-1820's)	
<u>Unit 1 - The Revolutionary War Era</u> Climate Change Diversity and Inclusion	45 Days
<u>Unit 1 continued- The Revolutionary War Era</u> Climate Change Diversity and Inclusion	
<u>Unit 2 - A Constitution for the United States.</u> Diversity and Inclusion LGBTQ and Disabilities Amistad Holocaust/Genocide Climate Change	45 Days
Era 4 Expansion and Reform (1801-1861)	
<u>Unit 3 - The Early Republic</u> Diversity and Inclusion LGBTQ and Disabilities Amistad	45 Days

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<p>Holocaust/Genocide Climate Change</p>	
<p><u>Unit 4 -The Early Republic - Jefferson’s Presidency/Expansion</u> Diversity and Inclusion LGBTQ and Disabilities Amistad Holocaust/Genocide Climate Change NJAAPI</p>	45 Days

OCEAN ACADEMY CHARTER SCHOOL
Unit 1 Overview

Content Area: Social Studies

Unit Title: The Revolutionary War Era

Duration: 45 Days

Target Course/Grade Level: Grade 6

Introduction/Unit Focus:

This Grade 6 U.S. History unit explores the critical period leading up to the American Revolution, focusing on the causes, key events, and influential figures that shaped the birth of the United States. The French and Indian War served as a pivotal turning point, sparking a series of events and British policies that heightened tensions between the American colonists and Great Britain. These growing conflicts eventually fueled the colonists’ desire for independence and rebellion against British rule.

Students will examine how economic pressures, political disagreements, and social changes contributed to the escalating unrest in the colonies. They will also study the roles played by important individuals whose leadership and actions were instrumental in the struggle for freedom. Through understanding the complexities of this era, students will gain insight into the foundations of American democracy and the sacrifices made to establish a new nation. This unit emphasizes critical thinking about cause and effect, the influence of key people and ideas, and the importance of collective action in shaping history.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

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21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts, Personal Financial Literacy

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Performance Standards

Core Ideas/Performance Expectations

6.18HistoryCC.3a

Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. Chronological sequencing helps us understand the interrelationship of historical events.

6.1.8HistoryCC.3.d
Climate Change

Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

6.1.8.HistoryUP.3.b
Diversity and Inclusion

Examine roles and perspectives of various socioeconomic groups (e.G. rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans and women during the American Revolution, and determine how these groups were impacted by the war.

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	Historical contexts and events shaped and continue to shape people’s perspectives.
6.1.8.HistoryUP.3.c Diversity and Inclusion	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with the European powers that had territories in North America from multiple perspectives. Historical contexts and events shaped and continue to shape people’s perspectives.
6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. Examining how historical sources may answer questions but may also lead to more questions.
6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence -based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
6.2.12CivicsHR.6.b Climate Change	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading History
<p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 20px;">A. Acquire and use accurately grade-appropriate general academic and domain-specific</p>

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words and phrases.

- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing in History, Science and Technical Subjects

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or

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other information and examples.

- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Personal Financial Literacy

9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills
9.1.8.D.5	Explain the economic principle of supply and demand
9.1.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.
Civics	Medal of Honor
D2.Civ.10.6-8	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society

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D2.Civ.14.6-8.	Compare historical and contemporary means of changing societies, and promoting the common good.
New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Global and Cultural Awareness Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
Critical Thinking and Problem-solving An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
Technology Literacy Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Computer Science and Design	
Impact of Computing Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1 Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

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<p>Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.</p>	<p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
<p>Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.</p>	<p>8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p>	<p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.</p>

<p>Knowledge and Skills</p>
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Describe the early challenges faced by the Continental Army. ➤ Summarize the key principles expressed in the Declaration of Independence.

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- Explain the causes and effects of the rivalry between Britain and France in North America during the mid-1700s.
- Explain how the British won the French and Indian War.
- Describe the contributions of women and African Americans during the Revolutionary War.
- Identify key colonial leaders who rose to prominence as tensions with Britain escalated.
- Analyze how control of North America shifted following the French and Indian War.
- Explain why colonists resisted new British taxes and viewed British laws as oppressive.
- Explain the actions and decisions made by the First and Second Continental Congresses in response to the crisis.
- Describe the events and consequences of the Boston Tea Party and subsequent British responses that increased colonial unrest.
- Compare the strengths and weaknesses of the British and colonial forces at the start of the Revolutionary War.
- Summarize the significance and impact of the Boston Massacre.
- Describe the punitive measures Parliament enacted against the colonies following the Boston Tea Party.
- Discuss the influence of Thomas Paine's pamphlet, *Common Sense*, on colonial attitudes.
- Explain the British government's attempt to manage tensions through the Proclamation of 1763.
- Explain the factors that contributed to turning the course of the war in favor of the colonists.
- Trace the progression of the war, focusing on significant battles including the southern campaign and the victory at Yorktown.
- Explain what the American colonists gained as a result of winning the war.
- Describe the involvement and impact of American Indian groups in the British-French conflict.

Unit Enduring Understandings::

Students Will Know...

- The Revolutionary War involved strategic challenges and turning points that shaped its outcome.
- The rivalry between Britain and France was a key factor shaping control and power in North America.
- Colonial resistance to British taxation and laws was rooted in perceptions of injustice and loss of rights.
- Leadership emerged among colonists as tensions with Britain grew, leading to organized resistance.
- Political actions such as the Continental Congresses were crucial in uniting the colonies.
- The American victory resulted in independence and the foundation of a new nation.

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- American Indian nations played complex roles that influenced the outcome of European conflicts.
- The French and Indian War altered the balance of power in North America, setting the stage for future conflict.
- Women and African Americans made important contributions to the war effort.

Unit Essential Questions:

- What key events and factors turned the tide of the Revolutionary War?
- How did women and African Americans participate and contribute to the war effort?
- Why did colonists oppose British taxes and laws, and how did this opposition grow?
- What were the advantages and disadvantages faced by both the British and the colonists when the war began?
- How did the Revolutionary War unfold, culminating in the American victory at Yorktown?
- Who were the important colonial leaders during the buildup to revolution?
- What circumstances justify going to war?
- How did American Indian alliances influence the British-French conflict?
- In what ways did the French and Indian War shift the power dynamics in North America?
- What did the colonies achieve by winning the Revolutionary War?
- What happened during the Boston Tea Party, and how did British reactions increase tensions?
- What core ideas are presented in the Declaration of Independence?
- What roles did the First and Second Continental Congresses play in responding to British policies?
- Why were Britain and France fierce rivals in North America?

Instructional Plan

Suggested Activities

- DBQs and Mini-DBQs
- Argumentative Writing Task: George Washington's impact on the country as the first President of the United States
- Explanatory/Informative Writing Tasks: The Whiskey Rebellion and explain how Washington dealt with this problem
- Making connections between current and past events - cause and effect
- Create a multimedia presentation on The Amistad
- Listen to or Read Spirituals (songs sung by enslaved workers)
- Discover how enslaved individuals were able to keep their culture alive under difficult conditions.
- Virtual field trip of Colonial Williamsburg:
- Provide students with a map, have them record colonies as they learn them.

Evidence of Student Learning

Formative Assessments:

- Observations
- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments
- Constructive Quizzes
- Think Pair Share
- As I See It
- Homework
- Class work
- Teacher observation
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Thought Bubble - What the presidents were thinking
- Historical Cartoon - any issues facing the
- Retelling - Read Lewis and Clark Journal and retell to a partner
- Connect to Today - issues/events we can relate to
- Newspaper Headline - any relevant issue presidents/government
- Daily "Do Now"
- Flocabulary (Vocabulary Skills)
- "Know It Show It" (Online Assessment Game Show)
- Historians Apprentice Online
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Anchor activities
- Choice of review activities
- Homework options
- Flexible grouping
- Varied computer programs

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- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Brainpop
- Nearpod
- EdPuzzle

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.
- President Biography - Pick either Washington, Adams, Jefferson or Madison
- Lewis and Clark children's book - create a children's book to tell the story of the Corps of Discovery
- Compare and Contrast - Alien and Sedition Acts vs. The Patriot Act
- Lesson Quizzes
- Chapter Assessment
- Create a Postcard representing aspects of the Lewis and Clark expedition with a written narrative.
- Brainpop
- EdPuzzle

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments
- Teacher created annual Benchmark Assessments (fall, winter, spring)
- Common Grade Level Subject Assessments
- LinkIt ELA Assessments - data/test score analysis

Alternative Assessments

- Independent reading and inquiry

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- Self-selected reading materials/vocabulary
- Varied pacing
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Varied computer programs
- Varied supplemental materials
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

- (When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.
 - Digital Portfolio Review
 - DBQs
 - Investigate the Middle Passage and the conditions experienced by enslaved Africans. The students will also examine the struggle for equality, civil rights or sovereignty for different groups of people in the Western Hemisphere including African Americans. They will also compare the practice of slavery and indentured servitude in Colonial labor systems.

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and multimedia resources.
- Provide guided notes, graphic organizers, and study guides.
- Pre-teach and review vocabulary and key concepts.
- Offer leveled texts or simplified versions of primary sources.
- Provide small-group or one-on-one instruction.
- Assign supportive lab/learning partners or peer tutors.
- Offer preferential seating.

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- Read aloud directions or key passages.
- Allow extended time on projects, essays, and assessments.
- Accept oral, dictated, or technology-assisted responses.
- Reduce or modify assignment/test length.
- Provide access to large-print, Braille, or digital text with audio supports.
- Allow use of scribes, text-to-speech, or augmentative communication devices.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and assessments.
- Offer small-group or quiet testing environments.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices.

Students at Risk of School Failure

- Provide extended time and break tasks into smaller steps.
- Reduce the number of questions or workload when appropriate.
- Provide copies of teacher notes, outlines, or guided reading questions.
- Pre-teach and reinforce key vocabulary and concepts.
- Assign peer or teacher support for note-taking and projects.
- Provide preferential seating and structured routines.
- Offer frequent teacher check-ins and feedback.
- Use real-world connections and current events to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions to promote critical thinking.
- Provide opportunities for independent inquiry and research projects.
- Offer enrichment texts, primary sources, and historical documents for deeper analysis.
- Encourage simulations, debates, and mock trials.
- Allow choice in projects, assessments, and presentations.
- Group flexibly for inquiry projects and problem-solving tasks.
- Integrate cross-curricular activities (ELA for persuasive writing, math for data analysis).

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- Provide leadership opportunities such as facilitating discussions or mentoring peers.
- Encourage reflection, peer teaching, and authentic presentations.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group instruction and partner support.
- Pre-teach and revisit vocabulary with visuals, cognates, and realia (maps, artifacts, political cartoons).
- Use bilingual glossaries, graphic organizers, and labeled diagrams.
- Scaffold reading of primary sources with summaries or side-by-side translations when possible.
- Provide sentence frames, discussion stems, and writing templates.
- Allow extended time and oral presentations instead of written responses.
- Use digital supports (translation tools, captioned videos, read-aloud technology).

Diversity and Inclusion

- Integrate diverse voices, cultures, and perspectives into lessons and primary sources.
- Provide alternative project formats (visual, oral, digital).
- Use visuals, timelines, and maps alongside text.
- Use clear academic language and avoid slang/idioms.
- Collaborate with cultural liaisons, language specialists, and support staff.
- Establish classroom norms for respectful debate and discussion.
- Provide sufficient wait time for responses.
- Foster strong school-family connections and invite families to contribute cultural perspectives.

Integration of Career Readiness, Life Literacies, Key Skills (Standard 9)

- Integrated into the curriculum, providing students the opportunity to acquire information about career interests and/or advanced courses linked to their career interests; or,
- Specialized programs that reflect the needs of students and the community.
- Curriculum demonstrates evidence of Twenty-first century themes and skills as described in N.J.A.C. 6A:8-1.3 (see Definitions) integrated in all content areas.*
- Evidence that Life Literacies and Key Skills Standard 9.4 are infused throughout the K to 12 curricula as appropriate for all students. *

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level. Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

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- **Orbitals:** Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- **Games to practice mastery of information and skill:** Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- **Multiple levels of questions:** Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

- **Cubing:** Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- **Tiered assignment/ product:** The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
- **Independent studies:** Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- **4MAT:** Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- **Stations/ Learning Centers:** A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- **Tape recorded materials at different levels:** Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

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- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Supplemental Resources

LGBTQ and Persons with Disabilities:

When discussing the US Constitution, students can research several modern court cases that impacted the Persons with Disabilities community.

Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study..

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

**OCEAN ACADEMY CHARTER SCHOOL
Unit 1 Continued**

Content Area: Social Studies

Unit Title: American Revolution The Revolutionary War Era

Duration: 45 Days

Target Course/Grade Level: 6th Grade Social Studies

Introduction/Unit Focus:

This grade 6 U.S. History unit focuses on the pivotal events and turning points of the American Revolution, highlighting how a group of determined colonists stood up to the most powerful

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empire of their time. Students will examine how leadership, resilience, and strategic alliances helped the American colonies overcome enormous challenges in their fight for independence. They will explore the causes of growing tension between the colonists and the British government following the French and Indian War, including new taxes, restrictive laws, and violent conflicts like the Boston Massacre and Boston Tea Party.

As the unit unfolds, students will learn about key figures and events such as the actions of the First and Second Continental Congress, the writing of the Declaration of Independence, and the military campaigns that led to the eventual victory at Yorktown. They will analyze the strengths and weaknesses of both the British and colonial forces at the onset of the war, and investigate how the Continental Army evolved over time. Special focus will be given to the critical roles played by women, African Americans, and American Indians throughout the conflict, as well as the influence of foreign support, particularly from France.

By the end of the unit, students will understand what was at stake for the colonists, how they fought for and achieved independence, and what the new nation gained as a result. Through inquiry-based learning and discussion of essential questions, they will also consider broader themes such as when war is justified, how leadership emerges during times of crisis, and how individuals and groups contribute to shaping history.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

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Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

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Content Standards: New Jersey Student Learning Standards for Social Studies	
6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
Performance Standards	Core/Performance Expectations
6.1.8CivicsHR.3.b Amistad Diversity and Inclusion	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. Social and political systems have protected and denied human rights (to varying degrees) throughout time.
6.1.8.CivicsHR.3.c Amistad Diversity and Inclusion Holcaust/Genocide	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. Social and political systems have protected and denied human rights (to varying degrees) throughout time.
6.1.8.GeoSV.3.a Climate Change	Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey’s pivotal role. Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across the surface.
6.1.8.HistoryCC.3.c Diversity and Inclusion	Use of geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. Historical events and developments are shaped by social, political, cultural, technological and economic factors.
6.1.8.HistoryUP.3.c	Analyze how terms of the Treaty of Paris affected the United States relations with Native Americans and with the European powers that had territories in North America from multiple perspectives. Historical contexts and events shaped and continue to shape people’s perspectives.
6.1.8HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. Examining historical sources may answer questions but may also lead to more questions.

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<p>6.1.8.HistorySE.3.b Diversity and Inclusion</p>	<p>Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.</p>
<p>6.1.8.CivicsDP.3.a Diversity and Inclusion Amistad LGBTQ/Disabilities</p>	<p>Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice and property rights.</p>
<p>6.1.8.CivicsPI.3.d</p>	<p>Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia Plans.</p> <p>Governments have different structures which impact development (expansion) and civic participation.</p>
<p>6.1.8.CivicsPI.3.a</p>	<p>Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.</p> <p>Political and civil institutions impact all aspects of people's lives.</p>
<p>6.2.8GeoHE.4b Climate Change</p>	<p>6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p>
<p style="text-align: center;">New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs</p>	
<p>Reading History</p>	
<p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported</p>	

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by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- E. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- F. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- G. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- H. Maintain consistency in style and tone.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing in History, Science and Technical Subjects

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- F. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- G. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- H. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- I. Establish and maintain a formal/academic style, approach, and form.
- J. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey

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ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- G. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- H. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- I. Use appropriate transitions to clarify the relationships among ideas and concepts.
- J. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- K. Acknowledge and attempt a formal/academic style, approach, and form.
- L. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note:

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

Personal Financial Literacy

Civic Financial Responsibility

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Individuals can use their talents, resources, and abilities to give back	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
Financial Psychology	
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.	9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
Information and Media Literacy Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation Sources of information are evaluated for accuracy and relevance when considering the use of information.	9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information 9.4.8.IML.2 Identify specific examples of distortion, exaggeration, or misrepresentation of information. 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).
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing Advancements in computing technology can change individuals' behaviors.	8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
Interaction of Technology and Humans Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to	8.2.8.ITH.2: Compare how technologies have influenced society over time. 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a

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the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.	technology appropriate and sustainable in one society but not in another.
Ethics & Culture Technological disparities have consequences for public health and prosperity.	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills
<p>Unit Learning Targets (Objectives):</p> <ul style="list-style-type: none"> ➤ Analyze the progression of the Revolutionary War leading to the British surrender at Yorktown. ➤ Explain what the American colonies gained politically and socially as a result of their victory in the war. ➤ Identify how the roles of women and African Americans contributed to the outcome of the war. ➤ Describe the southern campaign of the war, including the events that led to the final American victory. ➤ Discuss the diverse experiences of women during the war and their lasting impact.

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Unit Enduring Understandings:

Students Will Know...

- The fight for independence reshaped ideas of freedom and power in the colonies and around the world.
- Multiple groups—including women, African Americans, and American Indians—played vital but often overlooked roles during the war.
- Strategic military decisions, foreign alliances, and leadership significantly influenced the outcome of the Revolutionary War.
- The American victory brought about not only independence from Britain but also long-term political and social change.

Unit Essential Questions:

- When is going to war a necessary or justified decision?
- How did Britain and France’s rivalry contribute to conflict in the colonies?
- In what ways did Native American groups influence the British-French rivalry?
- What major changes occurred in power and territory after the French and Indian War?
- What were the main reasons colonists began to resist British authority and taxation?
- Who were the emerging leaders who helped guide the colonies through growing unrest with Britain?
- How did the Boston Tea Party and British responses increase tensions between Britain and the colonies?
- What efforts were made by the First and Second Continental Congress to resolve conflict with Britain?
- What were the strengths and weaknesses of both the British army and colonial forces at the start of the war?
- What are the central ideas expressed in the Declaration of Independence?
- What difficulties did the Continental Army face in the early years of the war?
- What events and turning points helped shift momentum in favor of the colonists?
- How did women and African Americans support the war effort in different roles?
- How did the final phase of the war in the South lead to the surrender at Yorktown?
- What lasting benefits and freedoms did American colonists secure through their victory in the Revolution?

Instructional Plan

Instructional Plan	
Suggested Activities	Resources/Texts
DBQs and Mini-DBQs Argumentative Writing Task: Make an argument about a Constitutional Issue or an issue related to a violation of	Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

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<p>US Citizens might view as a violation of human rights. (such as Amistad, Holocaust or Genocide). Explanatory/Informative Writing Task Summarize the Strengths and Weaknesses of the Constitution Making connections between current and past events - cause and effect Evaluate the contributions of American Revolutionary War veteran Deborah Sampson who disguised herself as a man to participate in the war:</p>	<p>American History: myWorld Interactive Beginnings to 1877 Middle Grades (Savvas) Atlas of United States History Graphic organizers Supplemental Readings Relevant Video Clips American Heritage Primary Source Library Integration of current events from relevant sources Library of Congress ABC-CLIO (Primary Sources)</p> <p>Primary Sources National Archives Native American Heritage: Library of Congress ABC-CLIO (Primary Sources) NJDOE Amistad Curriculum Resources Center for Holocaust Education</p>
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Supplemental Resources

Diversity and Inclusion:
Women in the American Revolution:

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Will the Real Molly Pitcher Please Stand Up?

Evidence of Student Learning

Formative Assessments:

- Observations
- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments
- Constructive Quizzes
- Think Pair Share
- As I See It
- Homework
- Class work
- Teacher observation
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Thought Bubble - What the presidents were thinking
- Historical Cartoon - any issues facing the
- Retelling - Read Lewis and Clark Journal and retell to a partner
- Connect to Today - issues/events we can relate to
- Newspaper Headline - any relevant issue presidents/government
- Daily "Do Now"
- Flocabulary (Vocabulary Skills)
- "Know It Show It" (Online Assessment Game Show)
- Historians Apprentice Online
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Anchor activities
- Choice of review activities

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- Homework options
- Flexible grouping
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Brainpop
- Nearpod
- EdPuzzle

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.
- President Biography - Pick either Washington, Adams, Jefferson or Madison
- Lewis and Clark children's book - create a children's book to tell the story of the Corps of Discovery
- Compare and Contrast - Alien and Sedition Acts vs. The Patriot Act
- Lesson Quizzes
- Chapter Assessment
- Create a Postcard representing aspects of the Lewis and Clark expedition with a written narrative.
- Brainpop
- EdPuzzle

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

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- Teacher created annual Benchmark Assessments (fall, winter, spring)
- Common Grade Level Subject Assessments
- LinkIt ELA Assessments - data/test score analysis

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Varied computer programs
- Varied supplemental materials
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

- (When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.
 - Digital Portfolio Review
 - DBQs
 - Investigate the Middle Passage and the conditions experienced by enslaved Africans. The students will also examine the struggle for equality, civil rights or sovereignty for different groups of people in the Western Hemisphere including African Americans. They will also compare the practice of slavery and indentured servitude in Colonial labor systems.

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.

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- Use visuals, diagrams, timelines, and multimedia resources.
- Provide guided notes, graphic organizers, and study guides.
- Pre-teach and review vocabulary and key concepts.
- Offer leveled texts or simplified versions of primary sources.
- Provide small-group or one-on-one instruction.
- Assign supportive lab/learning partners or peer tutors.
- Offer preferential seating.
- Read aloud directions or key passages.
- Allow extended time on projects, essays, and assessments.
- Accept oral, dictated, or technology-assisted responses.
- Reduce or modify assignment/test length.
- Provide access to large-print, Braille, or digital text with audio supports.
- Allow use of scribes, text-to-speech, or augmentative communication devices.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and assessments.
- Offer small-group or quiet testing environments.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices.

Students at Risk of School Failure

- Provide extended time and break tasks into smaller steps.
- Reduce the number of questions or workload when appropriate.
- Provide copies of teacher notes, outlines, or guided reading questions.
- Pre-teach and reinforce key vocabulary and concepts.
- Assign peer or teacher support for note-taking and projects.
- Provide preferential seating and structured routines.
- Offer frequent teacher check-ins and feedback.
- Use real-world connections and current events to increase engagement.

Gifted and Talented

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- Ask higher-order, open-ended questions to promote critical thinking.
- Provide opportunities for independent inquiry and research projects.
- Offer enrichment texts, primary sources, and historical documents for deeper analysis.
- Encourage simulations, debates, and mock trials.
- Allow choice in projects, assessments, and presentations.
- Group flexibly for inquiry projects and problem-solving tasks.
- Integrate cross-curricular activities (ELA for persuasive writing, math for data analysis).
- Provide leadership opportunities such as facilitating discussions or mentoring peers.
- Encourage reflection, peer teaching, and authentic presentations.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group instruction and partner support.
- Pre-teach and revisit vocabulary with visuals, cognates, and realia (maps, artifacts, political cartoons).
- Use bilingual glossaries, graphic organizers, and labeled diagrams.
- Scaffold reading of primary sources with summaries or side-by-side translations when possible.
- Provide sentence frames, discussion stems, and writing templates.
- Allow extended time and oral presentations instead of written responses.
- Use digital supports (translation tools, captioned videos, read-aloud technology).

Diversity and Inclusion

- Integrate diverse voices, cultures, and perspectives into lessons and primary sources.
- Provide alternative project formats (visual, oral, digital).
- Use visuals, timelines, and maps alongside text.
- Use clear academic language and avoid slang/idioms.
- Collaborate with cultural liaisons, language specialists, and support staff.
- Establish classroom norms for respectful debate and discussion.
- Provide sufficient wait time for responses.
- Foster strong school-family connections and invite families to contribute cultural perspectives.

Integration of Career Readiness, Life Literacies, Key Skills (Standard 9)

- Integrated into the curriculum, providing students the opportunity to acquire information about career interests and/or advanced courses linked to their career interests; or,
- Specialized programs that reflect the needs of students and the community.
- Curriculum demonstrates evidence of Twenty-first century themes and skills as described in N.J.A.C. 6A:8-1.3 (see Definitions) integrated in all content areas.*
- Evidence that Life Literacies and Key Skills Standard 9.4 are infused throughout the K to 12 curricula as appropriate for all students. *

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows

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them to work on skills at their level. Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

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- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

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The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the NJSL standards indicate, students will develop proficiency with MLA format.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

OCEAN ACADEMY CHARTER SCHOOL Unit 2 Overview	
Content Area: Social Studies	
Unit Title: A Constitution of the United States	Duration: 36 Days
Target Course/Grade Level: 6th Grade Social Studies	
Introduction/Unit Focus:	
<p>In this Grade 6 U.S. History unit, students will explore how the United States transitioned from a group of newly independent states to a unified nation with a strong foundation in democratic government. After gaining independence from Britain, American leaders were faced with the challenge of creating a stable government that balanced the rights of individuals with the needs of a growing country. This unit examines the early stages of that process, beginning with the Articles of Confederation and continuing through the creation and ratification of the U.S. Constitution.</p> <p>Students will learn how the weaknesses of the Articles of Confederation, including the inability to raise funds or maintain order, led to unrest such as Shays’ Rebellion and inspired calls for a stronger national government. They’ll examine how Congress managed westward expansion through the Northwest Ordinance and how the Constitutional Convention brought together key figures to debate and compromise on the structure and powers of the new government.</p> <p>Through this unit, students will analyze how historical experiences, Enlightenment ideas, and classical influences shaped the principles found in the Constitution. They will compare the rival plans for representation, explore the significance of the Bill of Rights, and understand the roles and responsibilities of each branch of government. The unit also covers the responsibilities of citizenship, the process of amending the Constitution, and how American democratic values continue to evolve.</p> <p>By the end of the unit, students will understand the foundational ideas and decisions that continue to shape American democracy and recognize the importance of active, informed participation in civic life.</p>	
Disciplinary Concepts for the Unit	

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Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

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(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Performance Standards

Core Ideas/Performance Expectations

6.1.8.CivicsPI.3.a

Diversity and Inclusion

Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

Political and civil institutions impact all aspects of people’s lives.

6.1.8.CivicsPI.3.b

Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, check and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

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	<p>Political and civil institutions impact all aspects of people's lives.</p>
<p>6.1.8.CivicsPI.3.c Diversity and Inclusion LGBTQ and Disabilities Amistad Holocaust/Genocide</p>	<p>Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p> <p>Political and civil institutions impact all aspects of people's lives.</p>
<p>6.1.8.CivicsPD.3a Diversity and Inclusion LGBTQ and Disabilities Amistad Holocaust/Genocide</p>	<p>Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>
<p>6.1.8CivicsHR.3.a Diversity and Inclusion LGBTQ and Disabilities Amistad Holocaust/Genocide</p>	<p>Explain how and why the Constitution civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and sedition rights).</p> <p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural.</p>
<p>6.1.8.EconET.3.a</p>	<p>Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p> <p>Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve these goals.</p>
<p>6.1.8.HistoryCC.3b</p>	<p>Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and the power of the federal government.</p> <p>Chronological sequencing helps us understand the interrelationship of historical events.</p>
<p>6.1.8HistoryCC.3.d</p>	<p>Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p>

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	Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
6.1.8HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. Historical contexts and events shaped and continue to shape people’s perspectives.
6.3.8EconET.2 Climate Change	6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading History

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

RI.IT.6.3. Analyze how a particular text’s (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author’s purpose, perspective or potential bias in a text and explain the impact on the reader’s interpretation.

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RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing in History, Science and Technical Subjects

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
<p>Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p>	<p>9.1.8.CR.4 Examine the implications of legal and ethical behaviors when making financial decisions.</p>
<p>Global and Cultural Awareness:Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction</p>	<p>9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal</p>
<p>Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p>9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>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)</p>

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interaction of Technology and Humans	

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<p>Technology interacts with society, sometimes bringing about changes in a society’s economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient</p>	<p>8.2.8.ITH.2 Compare how technologies have influenced society over time</p>
<p>New Jersey Student Learning Standards: Climate Change Mandate</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p>	<p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.</p>

<p>Knowledge and Skills</p>
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Explain how Enlightenment thinkers influenced the writing of the U.S. Constitution. ➤ Identify the roles and responsibilities of the legislative, executive, and judicial branches of government. ➤ Describe the main goals of the Constitution as outlined in the Preamble. ➤ Evaluate the strengths and weaknesses of the Articles of Confederation. ➤ Analyze how Shays’ Rebellion influenced leaders to replace the Articles with a stronger national government. ➤ Describe how Congress governed and organized the Northwest Territory, including the process for admitting new states. ➤ Compare the Virginia and New Jersey Plans and explain how compromises helped shape the Constitution. ➤ Understand why debates between Federalists and Antifederalists influenced the creation of the Bill of Rights.

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- Discuss the major arguments for and against ratifying the Constitution.
- Summarize what American leaders learned from ancient Roman government and European traditions.
- Explain how the Constitution can be changed through the amendment process.
- Identify the freedoms and protections guaranteed in the Bill of Rights.
- Recognize how and why new amendments have been added to the Constitution over time.
- Identify challenges faced during the ratification process.
- Explain how state constitutions are amended and how they align with the U.S. Constitution.
- Define citizenship and identify the rights and responsibilities of U.S. citizens.
- Describe how individuals can demonstrate democratic values in their communities.
- Examine the legacy of the American Revolution and how it shaped the new government.
- Identify key figures and decisions made during the Constitutional Convention.
- Analyze how much power the federal government was given and how it was balanced.

Unit Enduring Understandings

Students Will Know...

- Democratic government is shaped by the historical experiences, beliefs, and ideas of its people.
- The U.S. Constitution is a living document designed to adapt to change while protecting individual rights.
- Conflict and compromise were necessary to create a balanced federal system.
- Early American leaders learned from past governments and philosophies to shape a new nation.
- The failures of the Articles of Confederation led to a stronger, more effective national government.
- Citizens play an essential role in maintaining democracy through participation and responsibility.
- Individual rights and freedoms are protected by the Bill of Rights and later amendments.

Unit Essential Questions:

- What lessons did early American leaders take from history when forming the new government?
- In what ways did the Articles of Confederation succeed and fail?
- How did the Northwest Ordinance provide a plan for expansion and new states?
- Why did Shays' Rebellion lead to a call for stronger federal authority?
- How did competing ideas about government shape the writing of the Constitution?
- What compromises were made during the Constitutional Convention, and why were they necessary?

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- Why did the Antifederalists demand a Bill of Rights, and how did it influence ratification?
- What are the main goals outlined in the Preamble to the Constitution?
- How are powers divided among the three branches of government?
- What rights does the Bill of Rights guarantee to all Americans?
- Why is the Constitution considered a “living document”?
- What responsibilities come with being a citizen of the United States?
- How can citizens influence democratic government at the local, state, and national levels?
- What values are essential for participating in a democracy?

Instructional Plan

Suggested Activities

Resources/Texts

DBQs and Mini-DBQs
Argumentative Writing
Task: Write an argument about a Constitutional Issue or an issue related to a violation of US Citizens might view as a violation of human rights. (such as Amistad, Holocaust or Genocide).
Explanatory Writing
Use a cause/effect graphic organizer
Use a compare/contrast graphic organizer
Conduct a mini-debate
Create a timeline

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:
United States History (Savvas Learning, Pearson, 2016) United States History: Online and CD Resources
Graphic organizers
Supplemental Readings
Relevant Video Clips
American Heritage Primary Source Library
Integration of current events from relevant sources
Primary Sources
National Archives
Library of Congress
ABC-CLIO (Primary Sources)
NJDOE Amistad Curriculum Resources
U.S. History: Women’s Rights

Supplemental Resources

National Parks Service

PBS:

Amistad

The Fugitive Slave Act: Commonlit

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Women in History:

Margaret Garner Defying the Fugitive Slave Act: Commonlit

Evidence of Student Learning

Formative Assessments:

- Observations
- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments
- Constructive Quizzes
- Think Pair Share
- As I See It
- Homework
- Class work
- Teacher observation
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Thought Bubble - What the presidents were thinking
- Historical Cartoon - any issues facing the
- Retelling - Read Lewis and Clark Journal and retell to a partner
- Connect to Today - issues/events we can relate to
- Newspaper Headline - any relevant issue presidents/government
- Daily "Do Now"
- Flocabulary (Vocabulary Skills)
- "Know It Show It" (Online Assessment Game Show)
- Historians Apprentice Online
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Anchor activities

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- Choice of review activities
- Homework options
- Flexible grouping
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Brainpop
- Nearpod
- EdPuzzle

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.
- President Biography - Pick either Washington, Adams, Jefferson or Madison
- Lewis and Clark children's book - create a children's book to tell the story of the Corps of Discovery
- Compare and Contrast - Alien and Sedition Acts vs. The Patriot Act
- Lesson Quizzes
- Chapter Assessment
- Create a Postcard representing aspects of the Lewis and Clark expedition with a written narrative.
- Brainpop
- EdPuzzle

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

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- Teacher created annual Benchmark Assessments (fall, winter, spring)
- Common Grade Level Subject Assessments
- LinkIt ELA Assessments - data/test score analysis

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Varied computer programs
- Varied supplemental materials
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

- (When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.
 - Digital Portfolio Review
 - DBQs
 - Investigate the Middle Passage and the conditions experienced by enslaved Africans. The students will also examine the struggle for equality, civil rights or sovereignty for different groups of people in the Western Hemisphere including African Americans. They will also compare the practice of slavery and indentured servitude in Colonial labor systems.

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.

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- Use visuals, diagrams, timelines, and multimedia resources.
- Provide guided notes, graphic organizers, and study guides.
- Pre-teach and review vocabulary and key concepts.
- Offer leveled texts or simplified versions of primary sources.
- Provide small-group or one-on-one instruction.
- Assign supportive lab/learning partners or peer tutors.
- Offer preferential seating.
- Read aloud directions or key passages.
- Allow extended time on projects, essays, and assessments.
- Accept oral, dictated, or technology-assisted responses.
- Reduce or modify assignment/test length.
- Provide access to large-print, Braille, or digital text with audio supports.
- Allow use of scribes, text-to-speech, or augmentative communication devices.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and assessments.
- Offer small-group or quiet testing environments.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices.

Students at Risk of School Failure

- Provide extended time and break tasks into smaller steps.
- Reduce the number of questions or workload when appropriate.
- Provide copies of teacher notes, outlines, or guided reading questions.
- Pre-teach and reinforce key vocabulary and concepts.
- Assign peer or teacher support for note-taking and projects.
- Provide preferential seating and structured routines.
- Offer frequent teacher check-ins and feedback.
- Use real-world connections and current events to increase engagement.

Gifted and Talented

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- Ask higher-order, open-ended questions to promote critical thinking.
- Provide opportunities for independent inquiry and research projects.
- Offer enrichment texts, primary sources, and historical documents for deeper analysis.
- Encourage simulations, debates, and mock trials.
- Allow choice in projects, assessments, and presentations.
- Group flexibly for inquiry projects and problem-solving tasks.
- Integrate cross-curricular activities (ELA for persuasive writing, math for data analysis).
- Provide leadership opportunities such as facilitating discussions or mentoring peers.
- Encourage reflection, peer teaching, and authentic presentations.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group instruction and partner support.
- Pre-teach and revisit vocabulary with visuals, cognates, and realia (maps, artifacts, political cartoons).
- Use bilingual glossaries, graphic organizers, and labeled diagrams.
- Scaffold reading of primary sources with summaries or side-by-side translations when possible.
- Provide sentence frames, discussion stems, and writing templates.
- Allow extended time and oral presentations instead of written responses.
- Use digital supports (translation tools, captioned videos, read-aloud technology).

Diversity and Inclusion

- Integrate diverse voices, cultures, and perspectives into lessons and primary sources.
- Provide alternative project formats (visual, oral, digital).
- Use visuals, timelines, and maps alongside text.
- Use clear academic language and avoid slang/idioms.
- Collaborate with cultural liaisons, language specialists, and support staff.
- Establish classroom norms for respectful debate and discussion.
- Provide sufficient wait time for responses.
- Foster strong school-family connections and invite families to contribute cultural perspectives.

Integration of Career Readiness, Life Literacies, Key Skills (Standard 9)

- Integrated into the curriculum, providing students the opportunity to acquire information about career interests and/or advanced courses linked to their career interests; or,
- Specialized programs that reflect the needs of students and the community.
- Curriculum demonstrates evidence of Twenty-first century themes and skills as described in N.J.A.C. 6A:8-1.3 (see Definitions) integrated in all content areas.*
- Evidence that Life Literacies and Key Skills Standard 9.4 are infused throughout the K to 12 curricula as appropriate for all students. *

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows

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them to work on skills at their level. Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

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- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study.

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Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

OCEAN ACADEMY CHARTER SCHOOL	
Unit 3 Overview	
Content Area: Social Studies	
Unit Title: The Early Republic	Duration: 45 Days
Target Course/Grade Level: 6th Grade Social Studies	
Introduction/Unit Focus:	
<p>This Grade 6 U.S. History I unit explores the challenges and changes that shaped the early years of the United States government following the ratification of the Constitution. As the new republic took shape, early leaders faced critical decisions about the structure, authority, and direction of the federal government. Students will examine the steps taken by George Washington to establish lasting governmental institutions and traditions, including his efforts to maintain national unity and define a neutral foreign policy, as seen in his Farewell Address.</p> <p>The unit also investigates the economic, political, and regional issues that sparked early conflicts within the government. Students will analyze Alexander Hamilton’s economic policies and their lasting impact, as well as the contrasting political views of Hamilton and Thomas Jefferson that ultimately led to the formation of the first political parties. Through these perspectives, students will understand how debates over the balance of power between the federal government and the states fueled rising political tensions.</p> <p>Additionally, students will explore key events and decisions that tested the authority of the young nation, such as the Whiskey Rebellion, the passage of the Alien and Sedition Acts, and the landmark Supreme Court case <i>Marbury v. Madison</i>. The election of 1800 and its peaceful transfer of power will be highlighted as a defining moment in American democracy.</p> <p>Throughout the unit, students will develop an understanding of how westward expansion, immigration, the growth of industry, and the development of transportation systems began to increase sectionalism across the country. By analyzing these developments, students will gain insight into how the political and regional divisions of this era laid the groundwork for future challenges in American history.</p>	
Disciplinary Concepts for the Unit	
Standard 9.1 Personal Financial Literacy	

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This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and

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religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Performance Standard	Core Idea/Performance Expectations
6.1.8.CivicsHR.3.a	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. Explain how and why constitutional liberties were impacted by acts of government during the Early Republic (i.e. Alien and Sedition Acts).
6.1.8.HistoryCC.3.d	Political , economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.

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	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.HistoryUP.3.a	<p>Historical contexts and events shaped and continue to shape people’s perspectives.</p> <p>Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American Democracy.</p>
6.1.8.HistoryCC.3.b	<p>Chronological sequencing helps us understand the interrelationship of historical events.</p> <p>Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.</p>
6.3.8EconET.2 Climate Change	6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
D2.Civ.14.6-8	<p>Compare historical and contemporary means of changing societies, and promoting the common good.</p> <p>https://themedalofhonor.com/character-development</p>

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading History

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to

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comprehension or expression.

- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics

Writing in History, Science and Technical Subjects

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the

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topic.

- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
<p>Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p>	<p>9.1.8.CR.4 Examine the implications of legal and ethical behaviors when making financial decisions.</p>
<p>Global and Cultural Awareness:Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction</p>	<p>9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal</p>

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<p>Information and Media Literacy:</p> <p>Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p>9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information.</p> <p>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)</p>
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New Jersey Student Learning Standards: Computer Science and Design Thinking

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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Interaction of Technology and Humans

<p>Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient</p>	<p>8.2.8.ITH.1 Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
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New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.</p>	<p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.</p>
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Knowledge and Skills

Unit Learning Targets (Objectives):

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Students will be able to...

- Compare and contrast the foreign policies of Presidents Washington and Adams.
- Describe how President Washington organized and strengthened the federal government during the early years of the republic.
- Explain the cause and significance of the Whiskey Rebellion and its outcome.
- Describe how the government evolved in the early republic, including the election of 1800 and its lasting precedent.
- Analyze how Hamilton's financial plan aimed to stabilize the national economy.
- Identify key differences in political beliefs between Hamilton and Jefferson and how those views contributed to national debate.
- Examine how the first political parties were formed and the events that fueled their rise.
- Discuss how the Alien and Sedition Acts stirred controversy and political unrest.
- Summarize the importance and long-term impact of the *Marbury v. Madison* decision.
- Evaluate how tensions during the election of 1796 heightened political divisions in the nation.
- Analyze the influence of Washington's Farewell Address on U.S. foreign policy.
- Explain how the results of the election of 1800 were decided by Congress and why it was a turning point in U.S. political history.

Unit Enduring Understandings:

Students Will Know...

- Political disagreements over the role and power of the federal government led to the formation of the nation's first political parties.
- Early leaders, such as Washington, Hamilton, and Jefferson, made foundational decisions that shaped the new republic.
- Events like the Whiskey Rebellion and Alien and Sedition Acts tested the authority of the young federal government.
- Washington's Farewell Address influenced U.S. foreign policy and encouraged political neutrality.
- Conflicts over economic policy and foreign affairs exposed divisions in early American political thought.
- The election of 1800 marked a peaceful transfer of power and showed the strength of the democratic process.

Unit Essential Questions:

- What steps did George Washington take to establish and organize the new federal government?
- How did the political philosophies of Alexander Hamilton and Thomas Jefferson differ, and what impact did those differences have on the nation?
- Why was the Whiskey Rebellion significant, and what did it reveal about the federal government's power?

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- How did competing views on government and economics lead to the rise of political parties?
- In what ways did foreign policy under Presidents Washington and Adams differ?
- What was the purpose and controversy behind the Alien and Sedition Acts?
- How did the election of 1800 demonstrate a shift in American democracy?
- What were the long-term effects of *Marbury v. Madison* on the judicial branch?
- How much authority should the federal government hold, and what role should it play in citizens' lives?

Instructional Plan

Suggested Activities	Resources/Texts
<p>DBQs and Mini-DBQ's</p> <p>Argumentative Writing Task: George Washington's impact on the country as the first President of the United States</p> <p>Explanatory/Informative Writing Tasks: The Whiskey Rebellion and explain how Washington dealt with this problem</p> <p>Making connections between current and past events - cause and effect</p> <p>Listen to or Read Spirituals (songs sung by enslaved workers) https://africanamericanspirituals.com/African-American-Spirituals-Lyrics.htm</p> <p>Discover how enslaved individuals were able to keep their culture alive under difficult conditions.</p> <p>Create a multimedia presentation on The Amistad</p> <p>Explain/define Genocide</p> <p>Compare/Contrast Genocide throughout history</p> <p>Virtual field trip of Colonial Williamsburg:</p>	<p>Curriculum development</p> <p>Resources/Instructional Materials/Equipment Needed /Teacher Resources:</p> <p>Textbook: American History: myWorld Interactive Beginnings to 1877 Middle Grades (Savvas)</p> <p>Supplemental Readings</p> <p>Relevant Video Clips</p> <p>American Heritage Primary Source Library</p> <p>Integration of current events from relevant sources</p> <p>Primary Sources</p> <p>National Archives</p> <p>Library of Congress</p> <p>ABC-CLIO (Primary Sources)</p> <p>NJDOE Amistad Curriculum Resources</p> <p>U.S. History: Women's Rights</p> <p><u>Films/Video</u></p> <p>Holocaust</p>

Supplemental Resources

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PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the NJSLs indicate, students will develop proficiency with MLA format.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

Evidence of Student Learning

Formative Assessments:

- Observations
- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments
- Constructive Quizzes
- Think Pair Share
- As I See It
- Homework
- Class work
- Teacher observation
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Thought Bubble - What the presidents were thinking

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- Historical Cartoon - any issues facing the
- Retelling - Read Lewis and Clark Journal and retell to a partner
- Connect to Today - issues/events we can relate to
- Newspaper Headline - any relevant issue presidents/government
- Daily “Do Now”
- Flocabulary (Vocabulary Skills)
- “Know It Show It” (Online Assessment Game Show)
- Historians Apprentice Online
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Anchor activities
- Choice of review activities
- Homework options
- Flexible grouping
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Brainpop
- Nearpod
- EdPuzzle

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.
- President Biography - Pick either Washington, Adams, Jefferson or Madison
- Lewis and Clark children’s book - create a children’s book to tell the story of the Corps of Discovery
- Compare and Contrast - Alien and Sedition Acts vs. The Patriot Act

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- Lesson Quizzes
- Chapter Assessment
- Create a Postcard representing aspects of the Lewis and Clark expedition with a written narrative.
- Brainpop
- EdPuzzle

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments
- Teacher created annual Benchmark Assessments (fall, winter, spring)
- Common Grade Level Subject Assessments
- LinkIt ELA Assessments - data/test score analysis

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Varied computer programs
- Varied supplemental materials
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

- (When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.
 - Digital Portfolio Review

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- DBQs
- Investigate the Middle Passage and the conditions experienced by enslaved Africans. The students will also examine the struggle for equality, civil rights or sovereignty for different groups of people in the Western Hemisphere including African Americans. They will also compare the practice of slavery and indentured servitude in Colonial labor systems.

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and multimedia resources.
- Provide guided notes, graphic organizers, and study guides.
- Pre-teach and review vocabulary and key concepts.
- Offer leveled texts or simplified versions of primary sources.
- Provide small-group or one-on-one instruction.
- Assign supportive lab/learning partners or peer tutors.
- Offer preferential seating.
- Read aloud directions or key passages.
- Allow extended time on projects, essays, and assessments.
- Accept oral, dictated, or technology-assisted responses.
- Reduce or modify assignment/test length.
- Provide access to large-print, Braille, or digital text with audio supports.
- Allow use of scribes, text-to-speech, or augmentative communication devices.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and assessments.
- Offer small-group or quiet testing environments.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices.

Students at Risk of School Failure

- Provide extended time and break tasks into smaller steps.

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- Reduce the number of questions or workload when appropriate.
- Provide copies of teacher notes, outlines, or guided reading questions.
- Pre-teach and reinforce key vocabulary and concepts.
- Assign peer or teacher support for note-taking and projects.
- Provide preferential seating and structured routines.
- Offer frequent teacher check-ins and feedback.
- Use real-world connections and current events to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions to promote critical thinking.
- Provide opportunities for independent inquiry and research projects.
- Offer enrichment texts, primary sources, and historical documents for deeper analysis.
- Encourage simulations, debates, and mock trials.
- Allow choice in projects, assessments, and presentations.
- Group flexibly for inquiry projects and problem-solving tasks.
- Integrate cross-curricular activities (ELA for persuasive writing, math for data analysis).
- Provide leadership opportunities such as facilitating discussions or mentoring peers.
- Encourage reflection, peer teaching, and authentic presentations.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group instruction and partner support.
- Pre-teach and revisit vocabulary with visuals, cognates, and realia (maps, artifacts, political cartoons).
- Use bilingual glossaries, graphic organizers, and labeled diagrams.
- Scaffold reading of primary sources with summaries or side-by-side translations when possible.
- Provide sentence frames, discussion stems, and writing templates.
- Allow extended time and oral presentations instead of written responses.
- Use digital supports (translation tools, captioned videos, read-aloud technology).

Diversity and Inclusion

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- Integrate diverse voices, cultures, and perspectives into lessons and primary sources.
- Provide alternative project formats (visual, oral, digital).
- Use visuals, timelines, and maps alongside text.
- Use clear academic language and avoid slang/idioms.
- Collaborate with cultural liaisons, language specialists, and support staff.
- Establish classroom norms for respectful debate and discussion.
- Provide sufficient wait time for responses.
- Foster strong school-family connections and invite families to contribute cultural perspectives.

Integration of Career Readiness, Life Literacies, Key Skills (Standard 9)

- Integrated into the curriculum, providing students the opportunity to acquire information about career interests and/or advanced courses linked to their career interests; or,
- Specialized programs that reflect the needs of students and the community.
- Curriculum demonstrates evidence of Twenty-first century themes and skills as described in N.J.A.C. 6A:8-1.3 (see Definitions) integrated in all content areas.*
- Evidence that Life Literacies and Key Skills Standard 9.4 are infused throughout the K to 12 curricula as appropriate for all students. *

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

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- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level. Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the

more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

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OCEAN ACADEMY CHARTER SCHOOL Unit 4 Overview	
Content Area: Social Studies	
Unit Title: Early Republic Jefferson's Presidency/Expansion	Duration: 45 Days
Target Course/Grade Level: 6th Grade Social Studies	
Introduction/Unit Focus:	
<p>This Grade 6 U.S. History I unit explores how the newly formed United States government evolved in response to early challenges and how the country expanded its boundaries westward. Students will examine how the weaknesses of the Articles of Confederation prompted leaders to revise the structure of government, ultimately leading to the drafting and ratification of the U.S. Constitution. They will investigate the foundational ideas that shaped the Constitution, including Enlightenment thinking, classical influences like ancient Rome, and political traditions from Europe and colonial America. The development of key principles, such as the separation of powers and the rights guaranteed in the Bill of Rights will be a central theme.</p> <p>The unit also focuses on the growing political divisions within the new nation, such as those seen in the debates between Federalists and Antifederalists, the controversy surrounding the Alien and Sedition Acts, and evolving foreign policy decisions. Students will analyze how the actions of early presidents like George Washington and John Adams influenced the direction of the republic.</p> <p>As the country looked west, students will study the causes and impact of the Louisiana Purchase, its constitutional implications, and the discoveries of Lewis, Clark, and Pike. They will also explore the tensions between white settlers and American Indian nations, leading to increased regional conflict. Finally, the unit will examine the causes and major events of the War of 1812, analyzing how this conflict tested the strength of the young nation and further defined its identity.</p> <p>Throughout the unit, students will gain a deeper understanding of the responsibilities of citizenship, the structure of the U.S. government, and the ways in which early decisions and westward expansion set the stage for future growth and conflict.</p>	
Disciplinary Concepts for the Unit	
<p>Standard 9.1 Personal Financial Literacy</p> <p>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p>	

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Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in

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kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Performance Standards

Core Ideas/Performance Expectations

6.1.8.GeoSV.4.a
Climate Change
NJAAPI

Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.

Map territorial expansion and settlement, highlighting the location of conflicts with and resettlement of Native Americans.

6.1.8.EconET.4.a

Economic decision making involves setting goals and identifying the resources available to achieve those goals.

Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

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	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.HistoryCC.4.c Diversity and Inclusion Holocaust/Genocide NJAAPL	Historical events and developments are shaped by social, political, cultural, technological and economic factors. Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.3.8EcoET.2 Climate Change	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
D2.Civ.14.6-8 Diversity and Inclusion LGBTQ and Disabilities Amistad Holocaust/Genocide	Compare historical and contemporary means of changing societies, and promoting the common good.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading History

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- I. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- J. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- K. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- L. Maintain consistency in style and tone.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

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RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RI.PP.6.5. Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics

Writing in History, Science and Technical Subjects

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- F. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- G. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- H. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- I. Establish and maintain a formal/academic style, approach, and form.
- J. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- G. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- H. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- I. Use appropriate transitions to clarify the relationships among ideas and concepts.
- J. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- K. Acknowledge and attempt a formal/academic style, approach, and form.
- L. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen

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writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.8.CR.4 Examine the implications of legal and ethical behaviors when making financial decisions.
Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction	9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal
Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	9.4.8.IML.1 Critically curate multiple resources to assess the credibility of sources when searching for information. 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)

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

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Interaction of Technology and Humans	
Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient	8.2.8.ITH.1 Explain how the development and use of technology influences economic, political, social, and cultural issues.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills
<p>Unit Learning Targets (Objectives): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ➤ Analyze the influence of Enlightenment ideas on the drafting of the U.S. Constitution. ➤ Explain how the Constitution defines the responsibilities and powers of the legislative, executive, and judicial branches. ➤ Compare the opposing viewpoints of Federalists and Antifederalists during the ratification debates. ➤ Describe how the Bill of Rights protects individual freedoms and why it was added to the Constitution. ➤ Discuss how the Constitution can be amended and why additional amendments have been necessary. ➤ Identify the seven key principles that serve as the foundation of American government.

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- Summarize how the Articles of Confederation worked and evaluate their strengths and weaknesses.
- Explain the causes and effects of Shays' Rebellion on national leaders and their call for change.
- Describe how Congress organized the Northwest Territory and the method for admitting new states.
- Discuss how classical civilizations like Rome influenced early American political thought.
- Analyze how traditions from Europe and colonial government helped shape the Constitution.
- Explain how the Preamble outlines the goals of the Constitution.
- Identify the steps taken at the Constitutional Convention to resolve disagreements between large and small states.
- Describe the legacy of the American Revolution in shaping a new nation.
- Explain the importance of democratic values and how citizens contribute to a democracy.
- Define the rights and responsibilities of U.S. citizens under the Constitution.
- Describe the process of amending state constitutions and why changes may be necessary.
- Identify how the early American government tried to balance power at the federal and state levels.
- Explain what it means to be a citizen of the United States.

Unit Enduring Understandings:

Students Will Know...

- A strong and flexible government was developed by learning from the weaknesses of the Articles of Confederation.
- The U.S. Constitution was influenced by Enlightenment ideas, European traditions, and colonial experiences.
- Political disagreements and compromises shaped the structure of the U.S. government.
- The Constitution ensures a balance of power and outlines the roles of government branches.
- Democratic participation and responsible citizenship are vital for maintaining a free society.
- Amendments to the Constitution reflect the nation's changing values and priorities over time.

Unit Essential Questions:

- What were the weaknesses of the Articles of Confederation, and how did they lead to the creation of a new Constitution?

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- How do the Constitution and the Bill of Rights protect the rights of individuals? In what ways did
- thinking and European traditions influence the Constitution?
- What role did conflict and compromise play at the Constitutional Convention?
- How does the Constitution allow for change over time through amendments?
- Why did Antifederalists demand a Bill of Rights, and how did that shape the final document?
- How does each branch of government work, and how do they balance each other's power?
- What does it mean to be a responsible citizen in a democratic society?
- How did the Revolutionary War influence the ideas that shaped the new government?
- What challenges did the new government face during ratification, and how were they addressed?

Instructional Plan

Suggested Activities	Resources/Texts
<p>DBQs and Mini-DBQs</p> <p>Argumentative Writing Task: Make an argument about a Constitutional Issue or an issue related to a violation to US</p> <p>Citizens might view it as a violation of human rights. (such as Amistad, Holocaust or Genocide).</p> <p>Explanatory/Informative Writing Task</p> <p>Summarize the Strengths and Weaknesses of the Constitution</p> <p>Making connections between current and past events - cause and effect</p> <p>Write an Explanatory Essay: How did the belief in Manifest Destiny influence western settlement?</p> <p>Evaluate the contributions of American Revolutionary War veteran Deborah Sampson who disguised herself as a man to participate in the war:</p> <p>Explain/define Genocide</p> <p>Compare/Contrast Genocide throughout history</p>	<p>Textbook: American History: myWorld Interactive</p> <p>Beginnings to 1877 Middle Grades (Savvas)</p> <p>Atlas of United States History</p> <p>Graphic organizers</p> <p>Supplemental Readings</p> <p>Relevant Video Clips</p> <p>American Heritage Primary Source Library</p> <p>Integration of current events from relevant sources</p> <p>Library of Congress ABC-CLIO (Primary Sources)</p> <p>Library of Congress: Political Cartoons:</p>

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	<p>Lesson 1: Factory vs. Plantation in the North and South Trail of Tears: The Underground Railroad: PBS: Andrew Jackson - PBS: Black Culture Connection: We Shall Remain</p> <p>Primary Sources National Archives Native American Heritage: Library of Congress ABC-CLIO (Primary Sources) NJDOE Amistad Curriculum Resources Center for Holocaust Education</p>
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Supplemental Resources

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the NJSLS indicate, students will develop proficiency with MLA format.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

Evidence of Student Learning

Formative Assessments:

- Observations

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- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments
- Constructive Quizzes
- Think Pair Share
- As I See It
- Homework
- Class work
- Teacher observation
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Thought Bubble - What the presidents were thinking
- Historical Cartoon - any issues facing the
- Retelling - Read Lewis and Clark Journal and retell to a partner
- Connect to Today - issues/events we can relate to
- Newspaper Headline - any relevant issue presidents/government
- Daily "Do Now"
- Flocabulary (Vocabulary Skills)
- "Know It Show It" (Online Assessment Game Show)
- Historians Apprentice Online
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Anchor activities
- Choice of review activities
- Homework options
- Flexible grouping
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill

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- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Brainpop
- Nearpod
- EdPuzzle

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.
- President Biography - Pick either Washington, Adams, Jefferson or Madison
- Lewis and Clark children's book - create a children's book to tell the story of the Corps of Discovery
- Compare and Contrast - Alien and Sedition Acts vs. The Patriot Act
- Lesson Quizzes
- Chapter Assessment
- Create a Postcard representing aspects of the Lewis and Clark expedition with a written narrative.
- Brainpop
- EdPuzzle

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments
- Teacher created annual Benchmark Assessments (fall, winter, spring)
- Common Grade Level Subject Assessments
- LinkIt ELA Assessments - data/test score analysis

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing

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- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Varied computer programs
- Varied supplemental materials
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

- (When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.
 - Digital Portfolio Review
 - DBQs
 - Investigate the Middle Passage and the conditions experienced by enslaved Africans. The students will also examine the struggle for equality, civil rights or sovereignty for different groups of people in the Western Hemisphere including African Americans. They will also compare the practice of slavery and indentured servitude in Colonial labor systems.

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, diagrams, timelines, and multimedia resources.
- Provide guided notes, graphic organizers, and study guides.
- Pre-teach and review vocabulary and key concepts.
- Offer leveled texts or simplified versions of primary sources.
- Provide small-group or one-on-one instruction.
- Assign supportive lab/learning partners or peer tutors.
- Offer preferential seating.
- Read aloud directions or key passages.

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- Allow extended time on projects, essays, and assessments.
- Accept oral, dictated, or technology-assisted responses.
- Reduce or modify assignment/test length.
- Provide access to large-print, Braille, or digital text with audio supports.
- Allow use of scribes, text-to-speech, or augmentative communication devices.

Students with 504 Plans

- Follow the 504 plan.
- Provide extended time for assignments and assessments.
- Offer small-group or quiet testing environments.
- Provide preferential seating.
- Accept oral or dictated responses.
- Provide large-print, Braille, or digital texts with assistive technology.
- Allow use of scribes or communication devices.

Students at Risk of School Failure

- Provide extended time and break tasks into smaller steps.
- Reduce the number of questions or workload when appropriate.
- Provide copies of teacher notes, outlines, or guided reading questions.
- Pre-teach and reinforce key vocabulary and concepts.
- Assign peer or teacher support for note-taking and projects.
- Provide preferential seating and structured routines.
- Offer frequent teacher check-ins and feedback.
- Use real-world connections and current events to increase engagement.

Gifted and Talented

- Ask higher-order, open-ended questions to promote critical thinking.
- Provide opportunities for independent inquiry and research projects.
- Offer enrichment texts, primary sources, and historical documents for deeper analysis.
- Encourage simulations, debates, and mock trials.
- Allow choice in projects, assessments, and presentations.
- Group flexibly for inquiry projects and problem-solving tasks.
- Integrate cross-curricular activities (ELA for persuasive writing, math for data analysis).

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- Provide leadership opportunities such as facilitating discussions or mentoring peers.
- Encourage reflection, peer teaching, and authentic presentations.

Multilingual Learners

- Collaborate with ESL/MLL specialists.
- Provide small-group instruction and partner support.
- Pre-teach and revisit vocabulary with visuals, cognates, and realia (maps, artifacts, political cartoons).
- Use bilingual glossaries, graphic organizers, and labeled diagrams.
- Scaffold reading of primary sources with summaries or side-by-side translations when possible.
- Provide sentence frames, discussion stems, and writing templates.
- Allow extended time and oral presentations instead of written responses.
- Use digital supports (translation tools, captioned videos, read-aloud technology).

Diversity and Inclusion

- Integrate diverse voices, cultures, and perspectives into lessons and primary sources.
- Provide alternative project formats (visual, oral, digital).
- Use visuals, timelines, and maps alongside text.
- Use clear academic language and avoid slang/idioms.
- Collaborate with cultural liaisons, language specialists, and support staff.
- Establish classroom norms for respectful debate and discussion.
- Provide sufficient wait time for responses.
- Foster strong school-family connections and invite families to contribute cultural perspectives.

Integration of Career Readiness, Life Literacies, Key Skills (Standard 9)

- Integrated into the curriculum, providing students the opportunity to acquire information about career interests and/or advanced courses linked to their career interests; or,
- Specialized programs that reflect the needs of students and the community.
- Curriculum demonstrates evidence of Twenty-first century themes and skills as described in N.J.A.C. 6A:8-1.3 (see Definitions) integrated in all

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content areas.*

- Evidence that Life Literacies and Key Skills Standard 9.4 are infused throughout the K to 12 curricula as appropriate for all students. *

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level. Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific

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amount of time, then are asked to share their answers first with their partner and then with the whole group.

- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

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- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.