



Unit Title:	The Beginning of Civilizations
Unit Vocabulary:	Compare, Causation, Contextualize, Describe, Identify, Explain, Analyze, Demonstrate, Civilizations, subcontinent, river system, caste, reincarnation, karma, dharma, enlightenment, nirvana, monastery, India, China: pictograph, Mandate of Heaven, filial piety, Great Wall, Legalism, civil service, Silk Road, calligraphy
Upcoming Common Assessments:	1. Major: Egypt and Mesopotamia Notes - major 2. Mesopotamia Ziggurat Project - 6 minors and 1 major 3. End of Unit Notebook Check - minor 4. Pharaoh Portrait - minor
RESOURCES:	6th Grade Social Studies resources 📅 Q2 Week 6

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
M O N D A Y	<p>Standard (write out):6.1.E Analyze</p> <p>Learning Objective Scholars will explore the GRAPES of India by completing stations to describe key aspects of ancient India's civilization and explain how each feature shaped daily life focusing on reading a text and finding 6 facts about the geography.</p>	<p>Visual: Map of India What I notice... What I wonder... What this reminds me of....</p>	<p>Standards Based Materials & Resources: 1. Geography passage 2. Flower Graphic Organizer 3. Highlighter 2. Visuals</p> <p>Content/Academic Vocabulary: India, culture, geography, region, population, traditions</p> <p>ILAP/IEP/504 Scaffolds & Supports: Accommodations (IEP/504/ILAP):</p> <ol style="list-style-type: none"> 1. Provide station instructions in written and audio format 2. Use graphic organizers to support note-taking 3. Allow extended time at station 4. Teacher model and small group guided support. <p>Opportunities to SWRL:</p>	<p>Formative: Scholar doodle notes checked for completion/understanding.</p> <p>Summative: Minor - Completed India Project</p>	<p>How do you think the seasons of the Indian subcontinent impacted where civilizations developed and how people lived?</p>	<p>Small Group Stations: This method encourages collaboration, movement, and differentiated learning, since each station can be designed to target different skills or levels of understanding.p Stations:</p>

			<p>Reading: Short informational texts at each station about India's geography, culture, and history</p> <p>Writing: Write a summary paragraph about one station's topic</p> <p>Speaking: Small group discussion to share findings from stations</p> <p>Listening: Whole-class mini lesson and peer explanations.</p> <p>Costa's Levels of Thinking/Questioning:</p> <ol style="list-style-type: none"> Level 1: What are some major physical features of India? Level 2: How does geography influence culture in India? Level 3: Why is understanding diverse cultures important? 			
<p>T U E S D A Y</p>	<p>Standard (write out): 6.1.E Analyze</p> <p>Learning Objective Scholars will explore key cultural and historical features of India through an interactive station focused on two major religions identifying facts associated with each religion.</p>	<p>Scholar Starter: Visual: Religion in India What I notice... What I wonder... What this reminds me of....</p>	<p>Standards Based Materials & Resources:</p> <ol style="list-style-type: none"> Religion passage Flower Graphic Organizer Highlighter <p>2. Visuals Video: Buddhism hinduism</p> <p>Content/Academic Vocabulary: Hinduism, Buddhism, religion, karma, dharma, reincarnation, caste, enlightenment, nirvana, monastery, India,</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ol style="list-style-type: none"> Provide station instructions in written and audio format Use graphic organizers to support note-taking Allow extended time at station Teacher model and small group guided support. 	<p>Formative:</p> <p>Scholar doodle notes checked for completion/understanding.</p> <p>Summative:</p> <p>Minor - Completed India Project</p>	<p>How are Buddhist beliefs different than Hindu beliefs?</p>	<p>Small Group Stations: This method encourages collaboration, movement, and differentiated learning, since each station can be designed to target different skills or levels of understanding. Stations:</p>

			<p>Opportunities to SWRL: Reading:Short informational texts at each station about India’s religions. Writing: Write a summary paragraph about one station’s topic Speaking: Small group discussion to share findings from stations Listening: Whole-class mini lesson and peer explanations. Videos/Visuals</p> <p>Costa's Levels of Thinking/Questioning:</p> <ol style="list-style-type: none"> Level 1: What are the two main religions of India? Level 2: How does each religion differ from the other? Level 3: Why is understanding diverse cultures important? 			
<p>W E D N E S D A Y</p>	<p>Standard (write out): 6.1.CX Contextualize</p> <p>Learning Objective Skill (what), Content (why), Product (how): Scholars will read and identify key information about achievements in India by completing a reading and filling in notes with facts from the texts.</p>	<p>Scholar Starter:</p> <p>Visual: Politics in India What I notice... What I wonder... What this reminds me of....</p>	<p>Standards Based Materials & Resources:</p> <ol style="list-style-type: none"> Reading of politics Highlighter to annotate Fillable notes <p>Content/Academic Vocabulary: India, culture, geography, region, population, traditions</p> <p>ILAP/IEP/504 Scaffolds & Supports:</p> <ol style="list-style-type: none"> Provide station instructions in written and audio format Use graphic organizers to support note-taking Allow extended time at station Teacher model and small group guided support. <p>Opportunities to SWRL: Reading Opportunities:Informational reading passage on politics. Writing Opportunities:Summarize main ideas from the reading Speaking Opportunities:Share summaries in small groups Listening: Listening to other scholars share what they learned</p> <p>Costa's Levels of Thinking/Questioning:</p>	<p>Formative: Scholar doodle notes checked for completion/understanding.</p> <p>Summative: Minor - Completed India Project</p>	<p>How was the Maurya government different than the Gupta system of government?</p>	<p>Small Group Stations: This method encourages collaboration, movement, and differentiated learning, since each station can be designed to target different skills or levels of understanding.p Stations:</p>

			<p>Level 1: What is the main political structure of India?</p> <p>Level 2: How do politics influence daily life?</p> <p>Level 3: Why might the political structure be successful or unsuccessful?</p>			
T H U R S D A Y	<p>Standard (write out):</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): Scholars will read and record facts about India's achievements by analyzing facts from a text and recording them on a graphic organizer.</p>	<p>Scholar Starter:</p> <p><u>Visual: achievements in India</u> What I notice... What I wonder... What this reminds me of....</p>	<p>Standards Based Materials & Resources: 1. Print out readings on achievements 2. Highlighter for annotation 3. graphic organizer</p> <p>Content/Academic Vocabulary: mathematics, Sanskrit, language, architecture, deities, Gupta Empire</p> <p>ILAP/IEP/504 Scaffolds & Supports: 1. Provide station instructions in written and audio format 2. Use graphic organizers to support note-taking 3. Allow extended time at station 4. Teacher model and small group guided support.</p> <p>Opportunities to SWRL: Reading: Scholars read a short text about achievements, focusing on key facts and vocabulary. Writing: Scholars write facts about achievements. Speaking: Small group discussions sharing reflections, followed by a whole-class conversation. Listening: Whole-class wrap-up and peer share-outs.</p> <p>Costa's Levels of Thinking/Questioning: Level 1 (Recall): What are some achievements of India? Level 2 (Processing): How did the achievements affect the modern world today? Level 3 (Applying): Why is it important to remember achievements of ancient civilizations?</p>	<p>Formative:</p> <p>Formative: Scholar doodle notes checked for completion/understanding.</p> <p>Summative: Minor - Completed India Project</p>	<p><i>How has modern society benefited from the achievements of Ancient India?</i></p>	<p>Small Group Stations: This method encourages collaboration, movement, and differentiated learning, since each station can be designed to target different skills or levels of understanding.p Stations:</p>
F R I D	<p>Standard (write out):</p> <p><u>Learning Objective</u></p>	<p>Visual: farming in India What I notice... What I wonder... What this reminds</p>	<p>Standards Based Materials & Resources: Materials: 1. 1. Print out readings on achievements 2. 2. Highlighter for annotation 3. 3. graphic organizer</p>		<p>How did farming play an important role in India's economy?</p>	<p>Small Group Stations: This method encourages collaboration, movement, and</p>

<p>A Y</p>	<p>Skill (what), Content (why), Product (how): Scholars will better understand the Economy of India by reading and matching facts from the text to complete a graphic organizer</p>	<p>me of....</p>	<p><u>Content/Academic Vocabulary:</u> economy, subsistence farming, textile, craft, processing,</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u></p> <ol style="list-style-type: none"> 1. Provide station instructions in written and audio format 2. Use graphic organizers to support note-taking 3. Allow extended time at station 4. Teacher model and small group guided support. <p><u>Opportunities to SWRL:</u></p> <p>Reading Opportunities:Informational texts on economy.</p> <p>Writing Opportunities:Complete note summaries</p> <p>Speaking Opportunities:Share ideas for answers.</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1: What are the important parts of India's Economy?</p> <p>Level 2: How did farming play an important role in India's economy?</p> <p>Level 3: Why is learning about India's Economy important?</p>	<p>Formative:</p> <p>Scholar doodle notes checked for completion/understanding.</p> <p>Summative:</p> <p>Minor - Completed India Project</p>	<p>differentiated learning, since each station can be designed to target different skills or levels of understanding.p Stations:</p>
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