| Teacher \_\_\_Wood\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ | Subject \_\_6th grade Social Studies |  | Week of  October 23-October 27, 2023 |  |  |
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| **Ky Core Content Standards** | **Learning Target** | **Procedures/Activities** | | | |
| 6.E.MA.1 Describe how civilizations used bartering to establish mediums of exchange to meet their wants.  6.E.MA.2 Explain how market conditions and economic activity affected the growth of the River Valley Civilizations.  6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations.  6.H.CE.1 Analyze the causes and effects of the rise of River Valley Civilizations.  6.E.ST.2 Examine how new knowledge, technology and specialization increase productivity.  6.H.CH.2 Compare the origins and development of early world religions from RVC to Classical empires 3500 BC to 600 AD, |
| Date October 23 | | | | |
| I can research information about Egyptian gods/goddesses. | Students will work on researching the Egyptian gods and goddesses and make a paper/information to include in the lapbook about the Egyptian religion.  8 gods/goddesses will be included, with 4 having visuals. | | | |
| Date October 24 | | | | |
| I can finish research on gods and goddesses and begin researching Pharaohs to create ¨trading cards¨ | Students will work on finishing information about the gods/goddesses.  We will watch more clips concerning Tuts tomb and the Egyptian gods/goddesses.  When finished, they will start researching Pharaohs to include in the lapbook.  They will fill out a rubric/information sheet about 3 Pharaohs.  These will be turned in, then they will pick 2 of the 3 to make ¨trading cards¨ about. | | | |
| Date October 25 | | | | |
| I can continue research on Pharaohs | They will continue making Pharaoh cards after they have filled out their information sheets.  They should make 2 cards, with visuals. | | | |
| **Essential Vocabulary** |
| Pharaoh  old, middle, new kingdoms  delta  fertilization  papyrus  nomad  pyramid  afterlife  cartouche  book of the dead  scarabs |
| Date October 26 | | | | |
| I can begin research on sites to visit, as well as making ¨postcards¨ about these places for the lapbooks. | As they finish pharaoh research, we will watch some things about best places to visit, most important sites in Egypt. We have already talked about these.  Students will have to pick two places to research to make two POSTCARDS about these places…..information about the places should be included, as well as a picture of each. | | | |
| Date October 27 | | | | |
| I can continue research on sites to visit in Egypt | Work on finishing postcards. | | | |

As always, plans are subject to change!

Extra time, preferred seating if needed, and both written/verbal instructions will be used as modifications. Others will be put in place as needed.

Accommodations based on IEP’s: Paraphrasing, extended time, reinforcement, prompting/cueing, technology, isolate to limit distractions if needed, rereading questions if needed.

Differentiation: 1. Provide multiple options for taking in information (use a variety of resources; text, videos, speakers, images, etc.)

2. Provide multiple options for expressing what they know (allow students to work both individually and as part of a group)

Next week:

| mummify–wheel  gods/goddesses  sites  pharaohs | | | |
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