6th Grade Social Studies, Era 1: The Beginnings of Human Society

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **Marking Period 1**
Length: **Marking Period 1**
Status: **Published**

Performance Expectations: World History/Global Studies

Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.

SOC.6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
SOC.6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
SOC.6.2.8.HistoryCC.1.a	Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
SOC.6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
SOC.6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
SOC.6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
SOC.6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Performance Expectations: Interdisciplinary Connections

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.2.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).
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Performance Expectations: 21st Century Life and Career Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Performance Expectations: Technology

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.

Accommodations and Modifications

English Language Learners

Strategies may include:

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  o Use graphic organizer web chart
  o Identify words that create an image
  o Use pair work for students to choose recurring themes and main idea in different resources
  o Ask students to recall stories in their cultures and identify common themes
  o Post essential questions to help students identify themes

Special Education/504 Plans

Strategies may include:

- Use visuals
- Introduce key vocabulary before the lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use strong student as a "buddy"
- choral reading
- chants/songs
- preferential seating
- assign a picture ir movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow IEP Modifications/504 plans
- Chunking of information
- Study Guides
- Leveled Texts
- Visual Cues and modeling
- word walls and word banks

Gifted and Talented

Strategies may include:

- personal word walls/ word rings
- introducing key vocabulary before the lesson (word clusters)
- teacher modeling
- pattern sentences

Students at Risk of School Failure

Strategies may include:

- Provide peer tutoring
- Use a strong student as a "buddy"
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- one on one intruction
- multisensory techniques
- brain breaks
- scaffolded questioning
- modified assignments
- study guides

Assessments

Formative Assessments

- Participation/Observations
- Questioning
- Socratic Seminars
- Anecdotal Notes
- Exit Slips
- Peer/Self Assessment
- Rubrics
- Teacher-created project-based assessment
- Turn & Talk

Alternate Assessments

- Teacher-created project-based assessment
- Alternate running records
- Discussion Circles
- Turn and Talks

Benchmark Assessments

- Unit Assessment

Summative Assessments

- Final Writing Assessment
- Final Unit Assessment

Core Ideas

- Chronological sequencing helps us track events over time as well as events that took place at the same time.

- Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.

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

- Relationships between humans and environments impact spatial patterns of settlement and movement.

Content

- Agricultural revolution
- Archaeological discoveries prior to written records
- Migratory patterns of hunters/gatherers
- Understanding of hunters/gatherers and those who lived in early agrarian societies.

Resources

- Discovery Education Streaming
- Journey Across Time: The Early Ages (National Geographic, Glencoe)
- Maps
- National Geographic Online
- Primary sources