

6th Grade Social Studies, Era 2: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000-1000 BCE)

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **Marking Period 2**
Length: **Marking Period 2**
Status: **Published**

Performance Expectations: World History/Global Studies

Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River- modern day Pakistan and northwestern India, and later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

SOC.6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
SOC.6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
SOC.6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
SOC.6.2.8.EconGE.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
SOC.6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
SOC.6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.HistoryCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.HistoryCA.2.a	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Performance Expectations: Interdisciplinary Connections

LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.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.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.

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.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.

Performance Expectations: Technology

TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Accommodations and Modifications

English Language Learners

Strategies may include:

- - Use graphic organizer web chart
 - Identify words that create an image
 - Use pair work for students to choose recurring themes and main idea in different resources
 - Ask students to recall stories in their cultures and identify common themes
 - 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 or 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 instruction
- 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.

- Economic interdependence is impacted by increased specialization and trade.
- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
- Historians develop arguments using evidence from multiple relevant historical sources.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Human rights can be protected or abused in various societies.
- Political and civil institutions impact all aspects of people's lives.
- The physical and human characteristics of places and regions are connected to human identities and cultures.

Content

- Ancient China
- Ancient Egypt
- Development of class systems
- Development of written language
- Indus River Valley
- Mesopotamia

Resources

- Biographies
- Discovery Education Streaming
- Guided Reading, Vocabulary, Skillbuilding Activities
- Journey Across Time (National Geographic, Glencoe)
- Maps, Graphs, Charts, Diagrams
- National Geographic online
- Primary Sources