GR 6 Unit 1 The Foundations of History

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **Sept. - Oct.**
Status: **Published**

Unit Overview

Unit Title: Foundations of History

Essential Questions:

Ch. 1 How do social scientists interpret the past?

Ch. 2 What are the themes of world history?

Ch. 3 What capabilities helped hominins survive?

Ch. 4 How did the development of agriculture change daily life in the Neolithic Age?

Standards

Era 1. The Beginnings of Human Society – 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.

- 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.
- 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).
- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 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.
- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Materials/Activities/Resources

Core materials:

- History Alive! The Ancient World https://subscriptions.teachtci.com/staff/sign_in
- History Alive! The Ancient World: https://subscriptions.teachtci.com/shared/programs/478/reference_materials?selected_unit_id=606&tag=Primary+Source+Library
- Student Notebook

Supplemental Resources:

- Newsela Social Studies Compendium: https://newsela.com/signin
- Flocabulary: www.Flocabulary.com
- Nearpod: https://nearpod.com/library/
- Discovery Education (videos) https://app.discoveryeducation.com/learn/signin
- BrainPop: https://www.brainpop.com/
- Google Earth https://earth.google.com/web/
- National Geographic Kids https://kids.nationalgeographic.com/
- Enhancing Learning section of Lesson Overview in TCI
- Mr. NIcky Videos

Web Site Resources:

- https://mapmaker.nationalgeographic.org/

NJ Mandated Curriculum Crosswalk Teacher Resources

Technology

- OnCourse Classroom
- Google Classroom
- Google Apps
- Chromebooks
- VR Goggles

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Assessment

Formative Assessment

- Teacher Observation
- Written Responses
- Discussion Questions
- Student Forms (Exit Tickets)

Summative Assessment

- Lesson Tests/Quizzes
- Unit Tests
- RSTs
- Essays
- Student Presentations/Projects

Accommodations & Modifications

Special Education

- In class support with special ed teacher/classroom aide
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA and TeachTCI
- Mixed Ability Grouping
- Questions read aloud
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe/Digital notebook
- Study guides

504

- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA and TeachTCI
- Mixed Ability Grouping
- Questions read aloud
- Mnemonic devices
- Songs/videos to reinforce concepts

- Limit number of questions
- Scribe/Digital notebook
- Study guides

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Leveled texts in NewsELA and TeachTCI (and Spanish available)
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- Leveled texts in NewsELA
- GEM program

Interdisciplinary Connections

Cross-curricular: Writing in History Standards.

Climate Change:

TCI: Unit 1, Lesson 3 (Human Migration)

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.