

P.Cert..Ch. 1: "Investigating the Past"

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **1-2 Weeks**
Status: **Published**

Unit Overview

Chapter one explores how social scientists discover the past and interpret thier findings.

Enduring Understandings

As social scientists uncover more of the past, we have the ability to better understand events of the past and apply our understandings to the present.

Essential Questions

How do social scientists interpret the past?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4
Aim: Geography Challenge Map Activity	Aim: Define Chapter 1 key vocabulary	Aim: Examine the essential question: How do social scientists interpret the past?	Aim: Identify history detectives.
Assessment: KWL and Geography Map	Assessment: Geography Map C1 Vocab	Assessment: C1 Packet: Preview	Assessment: C1 Packet: 1.2

Day 6	Day 7	Day 8	Day 9
<p>Aim: Cave Painting Analysis through Simulation Activity</p> <p>Assessment: C1 Packet sections 1.5-1.9 items #1 and # 2</p>	<p>Aim: Students view their hypotheses and record the experts analysis to the cave drawings</p> <p>Assessment: C1 packet</p> <p>Homework: C1 Packet sections up to 1.9; Cornell notes due Day 9;</p> <p>C1 Test Day 10</p>	<p>Aim: Processing Activity Rock Painting</p> <p>Assessment:</p> <p>C1 10Q sheet; Processing Worksheet</p>	<p>Aim: Review Chapter</p> <p>Assessment:</p> <p>C1 Cornell notes</p> <p>KWL chart</p>

Integration of 21st Century Themes and Career Exploration

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.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.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
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.
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.

Technology Integration

Online textbook and features

Google Classroom

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Interdisciplinary Connections

CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-Literacy.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation

Differentiation:

English Language Learners: introduce to the term hypothesis before completing the Reading Notes providing concrete, everyday examples: A friend comes over to your house, and his or her hair is all wet. What hypotheses can you make about why your friend's hair is wet?

Provide copies of Reading Notes as needed.

Modify Cave Simulation by reducing the number of placards they must examine or by viewing each placard as an entire class.

Advanced Learners take a virtual tour of the cave at Lascaux and take notes for a one-page narrative to describe their “walk” through the cave.

Modifications & Accommodations

Follow individual IEP's as written.

Benchmark Assessments

Sentence construction

Formative Assessments

See assessments in lesson plans above.

Summative Assessments

See assessments in lesson plans above.

Instructional Materials

See materials imbedded in lesson plans above.

Standards

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.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
SOC.6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from

farming) on population growth and the subsequent development of civilizations.

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.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
SOC.6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
SOC.6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
SOC.6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
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.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.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.A.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.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.