

01 Unit 1: The Beginnings of Human Society

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **6 weeks/ 20-30 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 6

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the sixth grade students will focus on "The Beginnings of Human Society", Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations" and "The Classical Civilizations of the Mediterrean World, India, and China".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that

- relationships between humans and the environment impact patterns of settlement and movement.
- archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- historical events are shaped by social, cultural, and technological factors.
- chronological sequencing helps us track events over time as well as events that took place at the same time.

CONTENT AREA STANDARDS

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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- hunter/gatherers adapted to the physical environment and natural world utilizing the natural resources in an area.
- archeological discoveries unlocked life prior to written records.
- technological advancements impacted pre-agrarian and post agrarian societies.
- the various migratory patterns of hunter gatherers were impacted by the environment.

Procedural Knowledge

Students will be able to:

- compare and contrast the social organization, natural resources, and land use of early hunter gatherers and those who lived in early agrarian societies.
- use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- 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).
- determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.demonstrate an understanding of pre-

agricultural and post-agricultural periods in terms of relative length of time.

- explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- label and identify geographical features of the first people.
- explain how archeologists analyzed cave art to unlock the past.
- predict and make inferences about cave art (different theories).
- explain how cave art/people led to the advancements of the future civilizations.
- analyze the early contributions of the first people.
- explain how one stage of development led to another.
- compare and contrast the Stone Ages.
- summarize the impact the advancement of agriculture had on future societies.
- analyze the importance of the transition from hunter gatherers to farmers.

EVIDENCE OF LEARNING

- Rubric graded assignment/alternative assessment
- Quiz/Test
- Open ended/Response writing

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

- Teacher observation
- One-on-one
- Questioning
- Graphic organizers
- Participatory discussions
- Anecdotal notes
- Student charts

Alternative:

- Exit tickets
- Google forms
- Quizizz game

Summative Assessments

- Graphic organizers
- Homework
- Culminating activity
- Quiz
- Open- ended responses

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

Teachers' Curriculum Institute

Supplemental:

History Alive: The Ancient World

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English

Technology/Multi-Media - audio/visual media analysis; applicational tech applications (google, quizizz)

Visual and Performing Arts - historical/current art analysis

Science - environment, geography, farming

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

<https://drive.google.com/file/d/1aQxCjzgzKMTaAcotQS8NbOP84SwKB9W6/view>