

04 Unit 4 Ancient India

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **3-4 weeks/ 15-20 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 Mediterranean World, India, and China".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that

- geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface
- economic interdependence is impacted by increased specialization and trade
- governments have different structures which impact development (expansion) and civic participation
- relationships between humans and environments impact spatial patterns of settlement and movement
- historians analyze claims within sources for perspective and validity

CONTENT AREA STANDARDS

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.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.CivicsPI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
SOC.6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
SOC.6.2.8.EconEM.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
SOC.6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome,

India, and China over time.

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.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- geography impacted the government and relations with others then and now by examining physical and political maps
- the autocratic rule and bureaucratic structures were used to control and unify the expanding empire
- technological advancements led to more specialization in the economy, improved weaponry, trade, and the development of a class system.
- the geography and availability of natural resources led to both the development and decline of the empire
- the major achievements of India left an enduring legacy to the modern world

Procedural Knowledge

Students will be able to:

- 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., Indus River Valley and Modern Pakistan/India)
- explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used

by the rulers of Rome, China, and India to control and unify their expanding empires.

- analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

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 Assessment

- 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

teachtci.com

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 - presentations; conveying meaning through art

Science - environment, geography

VA.6-8.1.5.8.Pr6

Conveying meaning through art.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

<https://drive.google.com/file/d/1aQxCjazgKMTaAcotQS8NbOP84SwKB9W6/view>