

Commercial Township School District
Port Norris Middle School
Social Studies Grade 6

Recommended Pacing Guide

<u>Unit 1 - Beginnings of Human Society</u>	30 Days
<u>Unit 2 - River Civilizations</u>	75 Days
<u>Unit 3 - Classical Civilizations</u>	75 Days

Differentiated Instruction Strategies and Accommodations

<p style="text-align: center;"><u>Time/General</u></p> <ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjusted length of assignments ● Timeline with due dates ● Communication system between home and school such as Google Classroom ● Provide lecture notes/outline 	<p style="text-align: center;"><u>Processing</u></p> <ul style="list-style-type: none"> ● Extra response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners
<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<p style="text-align: center;"><u>Assistive Technology</u></p> <ul style="list-style-type: none"> ● Computer/whiteboard ● Spell checker ● Audio version of the text
<p style="text-align: center;"><u>Recall</u></p> <ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers 	<p style="text-align: center;"><u>Tests/Quizzes/Grading</u></p> <ul style="list-style-type: none"> ● Extended time ● Study Guides ● Shortened tests ● Read directions aloud
<p style="text-align: center;"><u>Behavior/Attention</u></p> <ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<p style="text-align: center;"><u>Organization</u></p> <ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials
<p><u>Enrichment</u></p>	
<ul style="list-style-type: none"> ● Adaption of material and requirements ● Evaluate vocabulary ● Elevated text complexity ● Additional projects ● Independent student options ● Projects completed individual or with partners ● Self-selection of research 	<ul style="list-style-type: none"> ● Tiered/multi-level activities ● Learning centers ● Individual response board ● Independent book studies ● Open-ended activities ● Community/subject expert mentorships

Unit 1 - Beginnings of Human Society

Summary and Rationale

Focus/Summary of this Unit: This unit sets the stage for human history and explores hominid evolution, the impact of the natural environment, and the development of tools and culture. Students will explore archeological evidence and compare the physical, cognitive, and social characteristics of Homo Sapiens with those of other hominids and will address the question, 'what makes us human?' Students will also explore the archeological evidence regarding the migration of ancient humans and gather evidence to compare and contrast early hunters and gatherers to later agrarian people.

In sixth grade, it is important to root students' thinking in the importance of location and time. Students will recognize the constructs of time and the implications of geography on the development of nomadic and sedentary societies. The natural resources of a geographic location in the ancient world greatly influenced the establishment, evolution, and ultimate fate of civilizations.

Historical Thinking Skills: This unit will help students to understand 'how' we know about the past and will focus on the analysis of DNA, fossil, and ancient artifacts that have allowed archaeologists to reconstruct human evolution and ancient migration patterns. This unit will focus on the development of logical inferences and historical claims that are generated from an analysis of and supported by evidence. Students will complete a Hominid Puzzle activity and conduct a case study investigation: "Otzi the Iceman." Students will also develop Chronological Thinking skills to recognize time and chronology in this unit on the growth of early humans and civilization.

Modern Connections: Human Migration in the modern period, Artificial Intelligence, Catastrophic events, Ethics of Humanity

Recommended Pacing - 30 Days

State Standards

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

<u>6.2.8.A.1.a</u>	Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
<u>6.2.8.B.1.a</u>	Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
<u>6.2.8.B.1.b</u>	Compare and contrast how nomadic and agrarian societies used land and natural resources.
<u>6.2.8.C.1.a</u>	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
<u>6.2.8.C.1.b</u>	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
<u>6.2.8.D.1.a</u>	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
<u>6.2.8.D.1.b</u>	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
<u>6.2.8.D.1.c</u>	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records

Instructional Focus

Unit Enduring Understandings

- The life of early hunter-gatherer societies was most influenced by their physical environment.
- The process that produced Homo sapiens (the “wise human”) from which all current races are descended, involved not only anatomical changes and greater tool-making skills but also the emergence of social communities that consciously shared a life of symbols, ceremonies, and aesthetic expression.
- The use of technology to adapt to and overcome the environment was a significant factor in the evolution of species and continues to influence how we continue to develop as a species.
- Farming is considered a “revolution” providing the necessary foundation for the great civilizations that followed because the surplus led to an increase in population, specialization of labor, new forms of social organization, and the beginnings of a civilization.

Unit Essential Questions

- What makes humans human?
- How does geography and climate impact the lives of humans?

- How does technology impact human development?

Guiding Questions and Themes

- How have humans evolved?
- How do humans express themselves? (evolution, capabilities, social/cultural components, adaptations)
- Where and why did humans move?
- Why was civilization developed where it was?
- Why was farming a revolution? Was it?
- How did agriculture impact humans?

Objectives

Students will know:

- Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
- Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
- Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Students will be able to:

- Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
- Compare and contrast how nomadic and agrarian societies used land and natural resources.

Resources/Assessments

Core Text: Discovering Our Past: A History of the World, Early Ages 2018, McGraw Hill

Suggested Resources:

- Digging for the Truth videos
- Crash Course World History videos
- Mankind the Story of All of Us video series

Assessments:

- Textbook online formal assessments
- LearnSmart guided assessment tools
- Student created presentations

Unit 2 - Ancient River Valley Civilizations

Summary and Rationale

Focus/Summary of this Unit: The study of the Ancient River Valley Civilizations will focus on 4 major geographic regions: Mesopotamia, Egypt, India, and China. Students will use the concept of the civilization wheel to develop an understanding of the growth of the Ancient River Valley Civilizations. Students will use the overarching themes of justice, technology, legacy, and social equality to compare and contrast the rise of each civilization. The early civilizations developed around rivers and thus the development of technology, culture, government, etc. can be traced back to geography and the availability of resources. Civilizations evolved more complex social structures, including social hierarchy and religion, and ultimately left lasting legacies for subsequent cultures and civilizations.

Students will extend their conversations on major themes to the modern era, and trace the evolution of justice, technology, etc. through time. Students will recognize the constructs of time and the implications of geography on the development of advanced civilizations. The natural resources of a geographic location in the ancient world greatly influenced the legacies and cultures of each civilization. Geography skills are emphasized to reflect the role of geography as a major factor in historical change.

Historical Thinking Skills: Historians evaluate evidence to draw conclusions and construct arguments regarding the past. Student historians will analyze evidence regarding various ancient rulers, generate a focused historical claim, and provide clear and identifiable evidence to support their claims. This unit, therefore, will assist students to develop important historical thinking skills: 1) analysis of historical evidence and 2) crafting and supporting historical arguments.

Modern Connections: Who has power in the 21st Century?, Censorship in the media, Growing Globalization, The Internet Age - advantages and disadvantages, Social Justice (gender, ethnic, economic), Refugee Crisis, Immigration Laws, How do the Ancient Religions influence the modern world?

Recommended Pacing - 75 Days

State Standards

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of

people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

<u>6.2.8.A.2.a</u>	Explain why different ancient river valley civilizations developed similar forms of government.
<u>6.2.8.A.2.b</u>	Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
<u>6.2.8.B.2.a</u>	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
<u>6.2.8.B.2.b</u>	Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
<u>6.2.8.C.2.a</u>	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
<u>6.2.8.D.2.a</u>	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
<u>6.2.8.D.2.b</u>	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
<u>6.2.8.D.2.c</u>	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
<u>6.2.8.D.2.d</u>	Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
<u>6.2.8.A.3.a</u>	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
<u>6.2.8.D.3.b</u>	Relate the Chinese dynastic system to the longevity of authoritarian rule in China.

Instructional Focus

Unit Enduring Understandings

- The first civilizations all developed alongside the banks of major rivers in order to irrigate their agricultural fields until more sophisticated technology was developed to adapt to less favorable environments.
- Formal states, writing, cities, and specialized labor interacted dynamically with one another to make a society complex, that is, more recognizable as a civilization (The attributes of the “civilization wheel”).
- The advent of language and writing gave humans the ability to learn from one generation to the next (collective learning) thus greatly increasing the rate of technological advancement. As well, basic achievements like the wheel, alphabets, mathematics, and divisions of time along with the development of art and monotheistic religion (Judaism) are all vital legacies of the ARVC’s.
- The rise of ARVC’s was based on: strong leadership, strong economy, common culture, and favorable geographic conditions while the decline was in general caused by weak leadership, internal strife (such as food shortages or dissatisfaction with spending priorities), environmental degradation, and eventual invasion by outside forces.
- The ARVC’s all had similarities in the type of ruler they chose, the polytheistic nature of their religions, and a distinct social hierarchy. Their differences, though distinct, were more cultural in what/who they worshiped, the title of the leader, and which group(s) was “on top.” These similarities were a product of the time period and are a result of early humans trying to figure out and control their environment.
- The gods, the laws, and the artifacts of these ancient civilizations give historians great insight into the way people lived and what they valued.

Unit Essential Questions

- What makes a society civilized?
- How do government, religion and social hierarchy shape the concept of justice?
- How does technology impact human development?
- Why are there have and have nots in organized civilizations?

Guiding Questions and Themes

- What characteristics are critical for a society to become a civilization?
- Why are written laws so important?
- How do people create a just society?
- How does government and social structure impact civilization and create order?
- How do people use and abuse power? How does religion determine justice?
- What are the most important legacies of the ARVC’s?
- How does the availability of resources/access to technology advance a civilization?
- What determines the haves and have-nots in a civilization?
- How does religion impact social hierarchy?
- How do belief systems impact social structures?
- How does geography impact history?

Objectives

Students will know:

- Explain why different ancient river valley civilizations developed similar forms of government.
- Explain how codifying laws met the needs of ancient river valley societies.
- Determine the role of slavery in the economic and social structures of ancient river valley civilizations.
- Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
- Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
- Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.

Students will be able to:

- Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
- Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
- Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

Resources/Assessments

Core Text: Discovering Our Past: A History of the World, Early Ages 2018, McGraw Hill

Suggested Resources:

- Digging for the Truth videos
- Crash Course World History videos
- Mankind the Story of All of Us video series

Assessments:

- Textbook online formal assessments
- LearnSmart guided assessment tools
- Student created presentations

Unit 3 - Classical Civilizations of the Mediterranean World

Summary and Rationale

Focus/Summary of this Unit: The Classical Civilizations were built upon the advances made in the ARVCs period. The study of the Classical Civilizations will focus on Greece and Rome. Students will use the overarching themes of cultural interaction and expansion, and the evolution of government structures. The unique geography of the Mediterranean region enabled these ancient peoples to develop new trade routes, and expand territories and/or resources. This expansion was not only a physical expansion, but led to the exchange of technology, culture/arts, and ideas. Students will extend their conversations on major themes to the modern era, and trace the evolution of democracy through time.

Historical Thinking Skills: Historians interpret evidence to construct arguments regarding cause and effect. During this unit students will analyze primary and secondary documents regarding the rise and fall of ancient Greece and Rome and develop a writing that weighs various arguments, recognizing that historical events may have multiple causes and multiple effects. Students will compare Greek City-States and generate a focused historical claim that provides clear and identifiable evidence to support the claim. Students will also connect the past and present through an exploration of the legacy of classical civilizations.

Modern Connections: What makes something truly democratic?, Global citizenship, Civic Engagement/Activism in the modern world

Recommended Pacing - 75 Days

State Standards

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.8.A.3.a

Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.b

Compare and contrast the rights and responsibilities of free men,

	women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
<u>6.2.8.A.3.c</u>	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
<u>6.2.8.A.3.d</u>	Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
<u>6.2.8.A.3.e</u>	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
<u>6.2.8.B.3.a</u>	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
<u>6.2.8.B.3.b</u>	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
<u>6.2.8.C.3.a</u>	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
<u>6.2.8.D.3.a</u>	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
<u>6.2.8.D.3.d</u>	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.
<u>6.2.8.D.3.e</u>	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
<u>6.2.8.D.3.f</u>	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Instructional Focus

Unit Enduring Understandings

- All classical civilizations were built upon advances made in the ARVC period.
- Each classical civilization was challenged by an intentional expansion beyond

its immediate geography to absorb greater numbers of distinctly different people.

- The expansion of cities meant that humans had to experiment with new ways of organizing their social, economic, and cultural relations. Therefore, civilizations that emerged in this era became larger and more complex.
- While democracy provides the greatest opportunity for liberty, freedom, and equality – it is an imperfect system of governing that is open to criticism.
- Classical civilizations made many accomplishments that still influence the world today.

Unit Essential Questions

- What happens when cultures collide?
- What makes an effective government?

Guiding Questions and Themes

- How does trade connect groups of people, ideas, and philosophies?
- Is conflict necessary for growth of a civilization?
- What are the benefits and challenges for expanding an empire?
- How do the government, economy, society, and culture change as a result of increased growth and connection?
- Where do we see evidence of ancient culture in the modern world?
- What makes a citizen?
- What is the legacy of ancient governments in the modern world?
- How did democracy contribute to both the rise and fall of Greece and Rome? How do these failures inform our system of government?

Objectives

Students will know:

- Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of modern democracy.
- Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.
- Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

Students will be able to:

- Identify the different methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Greece and Rome.
- Identify the key rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical

civilizations

- Evaluate the role of social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- Identify the different roles and responsibilities of citizens in Greece and Rome to those of modern citizens today,
- Evaluate different understandings of citizenship throughout the past and present.
- Assess the legacy of ancient governments in the modern world.

Resources/Assessments

Core Text: Discovering Our Past: A History of the World, Early Ages 2018, McGraw Hill

Suggested Resources:

- Digging for the Truth videos
- Crash Course World History videos
- Mankind the Story of All of Us video series

Assessments:

- Textbook online formal assessments
- LearnSmart guided assessment tools
- Student created presentations