

Winslow Township School District

Grade 6 Social Studies

Unit 1 – Early Human Society and Agriculture

Overview: This unit introduces students to the major concepts of hominid evolution, while also exploring the influence of environment, technology, and culture on the development of humankind. Students will explore archeological evidence and compare the physical, cognitive, and social characteristics of Homo Sapiens with those of other hominids. 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. 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.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
Unit 1 Early Human Society and Agriculture	<ul style="list-style-type: none"> • 6.2.8.GeoPP.1.a • 6.2.8.GeoPP.1.b • 6.2.8.HistoryCC.1.a • 6.2.8.HistoryCC.1.b • 6.2.8.HistoryCC.1.c • 6.2.8.HistoryCC.1.d • 6.2.8.HistorySE.1.a • 6.3.8.CivicsHR.1 • WIDA 1,5 	<ul style="list-style-type: none"> • Explain the various migratory patterns of hunters/gatherers who 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. • 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. • Recognize that various hominid species had distinct characteristics and capabilities. • Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies and how nomadic and agrarian societies used land and natural resources. 	<ul style="list-style-type: none"> • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? • What are the possible consequences of these decisions for individuals, groups, and societies? • How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
Unit 1: Enduring Understandings	<ul style="list-style-type: none"> • 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, 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. 		

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Curriculum Unit 1	Standards		Pacing	
			Days	Unit Days
Unit 1: Early Human Society and Agriculture	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.	8	30
	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).	8	
	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.	3	
	6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	3	
	6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.	3	
	Assessment, Re-teach and Extension		5	

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Content Statement	Indicator #	Indicator
Relationships between humans and environments impact spatial patterns of settlement and movement.	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.
	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.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	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.
Chronological sequencing helps us track events over time as well as events that took place at the same time.	6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry	6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.

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Assessment Plan

- Complete Active Journal Workbook pages that includes: main idea and detail skills, cause and effect skills, sequence skills, summarizing skills, definitions, matching, fill-in the blank, and open ended questions, timeline skills, map skills.

- Narrative essay about the lives of a hunter-gatherer, a herder, and a Neolithic farmer.

Suppose you are visiting three different periods in the distant past to observe three different people: a hunter-gatherer, a herder, and a farmer. You will write a narrative essay describing the people you met and a few events in their lives. Although this assignment involves creative imagination, you should base the details and events on facts in the topic.

- Homework monitor and assess class work

- Short constructed response

- Exit tickets

- Project-Based Learning: Design a Village

Design a village that might have been built in Neolithic times. You will gather information about how early villagers lived by examining sources in your text and by conducting your own research. Then, you will design a Neolithic village and present your design to the class in an oral presentation.

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Resources	Activities
<ul style="list-style-type: none"> • Savvas myWorld Interactive World History Textbook • NBC Learn videos • Graphic Organizers and outline notes • Journal Entries and writing prompts • Leveled Reading • Writing Centers • Maps online and in textbook • Chrome-book and iPad • www.Readworks.org • https://www.commonlit.org/ • https://www.mrdonn.org/ <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none"> • Geography project relating the topic studied to the proper geographical context. • Primary source reading and informational text reading assignments • Audio-visual presentations by the students using computer technology combined with oral presentations. • Research projects and presentations by individuals or groups. • Read and writing across the curriculum, students will write essays linking social studies to other disciplines such as reading, art, and music. • Integrating career studies into social studies topics being studied.
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.8.CR.4:** Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.10:** Evaluate how careers have evolved regionally, nationally, and globally.
- 9.2.8.CAP.16:** Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
- 9.4.8.CI.1:** Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
- 9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.4:** Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.7:** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 6-8 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in history studies in student’s home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ <u>Gifted Programming Standards</u> • <u>Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</u> • <u>REVISED Bloom’s Taxonomy Action Verbs</u>

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Interdisciplinary Connections

Interdisciplinary Connections:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

4.MD.1.

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.