



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



**CONTENT AREA(S): Social Studies**

**COURSE/GRADE LEVEL(S): World History / 6<sup>th</sup> Grade**

## **I. Course Overview**

The Social Studies curriculum in 6<sup>th</sup> grade is a course designed to give students an understanding of the earliest human civilizations. Through explorations of geography, culture, religion, and the problem-solving strategies of ancient civilizations, students will begin to understand how these early people helped shape and influence the world we live in today.

## **II. Units of Study**

- Unit 1 - First People – Civilization
- Unit 2 - Ancient Achievements 4,000 BCE to 0 CE
- Unit 3 - Ancient Governments and Organization of Society
- Unit 4 - Ancient Religions Philosophy and Organization of Society
- Unit 5 - Trade and the Diffusion of Ideas
- Unit 6 - Why People Go to War
- Unit 7 - Cultural Identity and Enduring Legacies

## **III. Learning Objectives**

### **New Jersey Core Curriculum Content Standards:**

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.

Eras

- The Beginnings of Human Society
- Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)
- The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)
- Expanding Exchanges and Encounters (500 CE-1450 CE)



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



## 6.3 Active Citizenship in the 21<sup>st</sup> Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### Social Studies Skills

#### Chronological Thinking

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.

#### Spatial Thinking

- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

#### Critical Thinking

- Compare and contrast differing interpretations of current and historical events
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

#### Presentation Skills

- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

## 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration
- D. Digital Citizenship
- E. Research and Information Literacy
- F. Critical Thinking, Problem Solving, and Decision Making

## **Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects - History/Social Studies Grade 6–8**

### Key Ideas and Details

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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).

### Craft and Structure

CCSS.ELA-Literacy.RH.6-8.4



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



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

CCSS.ELA-Literacy.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.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).

## Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

## Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

## **IV. Essential Questions**

- What is the importance of using a variety of sources in history?
- Should we pursue a complete and accurate history of the human race?

### Unit 1 - First People – Civilization

- How should people decide when it makes more sense to try to adapt to their environment or migrate to somewhere else? How do they decide when to stop?
- How did early man utilize their environment to their advantage?
- How did domestication and the agricultural revolution change human lifestyle?
- Were the first humans better at adapting to their environment than humans are today?
- How did the advancement of writing impact early society?
- Is a society with a written language “smarter” than a society without written language?

### Unit 2 - Ancient Achievements 4,000 BCE to 0 CE

- Which society made the most valuable contributions to the advancement of mankind?
- What, and how did, technological advancement lead to increased manufacturing/agricultural output and commerce?
- What, and how did, advancements lead to improvement in the quality of life?
- Which leads to the most development - advances to improve the quality of life or advances to improve military capability?
- Which factors allowed for a sudden increase in advancements after 4,000 BCE?

### Unit 3 - Ancient Governments and Organization of Society

- Why did many of the early civilizations create similar forms of government?
- Are governments of early civilizations more alike than different?
- How did systems of laws impact the power and organization of early civilizations?
- Are civilizations with developed legal systems more powerful than civilizations without developed legal systems?



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- How did the methods used by rulers of early civilizations impact the individual social classes in their given social order?
- How are the ancient forms of government and social order similar or different to the American forms of government and social order?
- Were ancient forms of government and social order better for the average person than the American form of government and social order?
- Did the development of writing make the development of legal systems inevitable?

## Unit 4 - Ancient Religions Philosophy and Organization of Society

- Why/How do religions and philosophies develop?
- What is the purpose of religions and philosophies?
- Was the development of philosophy and religion inevitable?
- How do religions and philosophies contribute to the advancement of society?/Do they hinder or benefit society?
- How are the primary ancient religions and philosophies similar and different?
- Are religions more alike than different?
- Do the ancient religions and philosophies still have the same impact today? Could they fix the same problems?
- How did religions and philosophies impact the daily lives and social structures of ancient citizens?
- Was religion more important in ancient civilizations than it is today?

## Unit 5 - Trade and the Diffusion of Ideas

- How did the expansion of trade routes lead to the diffusion of ideas, diseases, and inventions?
- Is trade the single most important source of change in a society?
- How did geography and natural resources impact trade?
- Are some countries guaranteed to be more wealthy than others because of geography and natural resources?
- How did having allies or enemies foster or hinder trade?
- Would a country with more allies expand their trade faster than a country with more enemies?
- How did having a strong military or navy impact trade?
- What helps grow a country's trade faster, a strong military or good inventions?
- How did contact with other civilizations affect the development of other civilizations/empires?
- What was the impact of various trade routes on their societies?

## Unit 6 - Why People Go to War

- How did the evolution of weaponry affect warfare?
- Will humans ever stop trying to create weapons? Why?
- How does the development of new weapons affect who is powerful?
- How does geography influence a civilization's approach to warfare?
- Why do both ancient societies and people today engage in war?
- What are the benefits and consequences of war?
- Are the costs of war worth its benefits? How do we decide beforehand?
- What is the role of technology in warfare?

## Unit 7 - Cultural Identity and Enduring Legacies

- How do the ancient civilizations effect/influence us today?
- How are modern countries cultural identities influenced by their ancient history?
- What is the value of ancient history?
- If history teaches us to learn from our mistakes, why do we keep making the same mistakes?
- Are we "smarter" than the people who lived in ancient societies?
- Could people who lived in ancient times solve our problems better than we can?



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



## **V. Key Performance and Benchmark Tasks**

### Project-based Assessment

- Content knowledge and social studies skills demonstrated in mock trials, historic role plays, debates and other project-based assessments. Student performance measured against rubrics detailing necessary elements of projects and outlining standards of performance for each.

### Class participation and graded discussion

- Content knowledge and social studies skills demonstrated in class dialogue and collaboration in addition to guided discussions. Performance measured against rubrics detailing necessary elements of discussion and outlining standards of performance of each.
- Discussion and analysis demonstrated through participation in online forums discussions and collaborative glossaries

### Unit Tests, Formative and Summative Assessments and Final Exam

- Content knowledge demonstrated on homework, unit quizzes and tests that include elements of traditional assessment tools such as short answer, identification questions and descriptive essays.
- Content knowledge and understanding demonstrated by application of social studies concepts and historical understandings in thesis essays and projects.

## **VI. Instructional Materials**

### Text Reading Sources

- Burstein, Stanley Mayer., and Richard Shek. *Holt World History*. Orlando, FL: Holt, Rinehart and Winston, 2008.

### Online Learning Tools

- Google Documents/Presentation
- Web based word processing and collaborative writing/presentation environment
- Google Maps/Google Earth