

SOCIAL STUDIES

Prehistoric to 500 CE

LENGTH OF TIME: one period daily, school year

GRADE LEVEL: 6

COURSE STANDARDS:

Students will:

1. Recognize and identify the five themes of geography (emphasis on location and place) and demonstrate how environments affect civilizations. [NCSS: III, VIII; PA: 7.1, 7.2, 7.3, 7.4]
2. Recognize likenesses and differences among early civilizations. [NCSS: I, V, VIII, IX, X; PA: 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 7.3, 8.1, 8.3]
3. Recognize how early peoples have shaped many cultural, artistic, and political ideas in our world today. [NCSS: I, II, III, V, VI, VIII, IX, X; PA: 5.1, 5.2, 5.3, 5.4, 6.4, 8.1, 8.4]
4. Recognize and use acceptable methods of obtaining valid historic information through various sources. [NCSS: II; PA: 8.1, 8.4]

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS

- I. Culture and Cultural Diversity
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

RELATED PA ACADEMIC STANDARDS FOR CIVICS AND GOVERNMENT

- 5.1 Principles and Documents of Government
- 5.2 Rights and Responsibilities of Citizenship
- 5.3 How Government Works
- 5.4 How International Relationships Function

RELATED PA ACADEMIC STANDARDS FOR ECONOMICS

- 6.1 Economic Systems
- 6.2 Markets and the Functions of Governments
- 6.3 Scarcity and Choice
- 6.4 Economic Interdependence
- 6.5 Work and Earnings

RELATED PA ACADEMIC STANDARDS FOR GEOGRAPHY

- 7.1 Basic Geographic Literacy
- 7.2 The Physical Characteristics of Places and Regions
- 7.3 The Human Characteristics of Places and Regions
- 7.4 The Interactions Between People and Places

RELATED PA ACADEMIC STANDARDS FOR HISTORY

- 8.1 Historical Analysis and Skills Development
- 8.4 World History

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Creating and presenting map projects or work that demonstrate the five themes of geography with emphasis on location and place. (Course Standard 1)
2. Comparing and contrasting the early river valley civilizations. (Course Standard 2)
3. (Interdisciplinary) Using English skills and social studies facts write creatively about ancient civilizations.
4. Research culture studied to create various projects, which will through writing, presentations and/or visuals, report students' findings. (Course Standard 3)
5. Participate in Greek Day activities which include research and preparation in: costume, government, mythology, philosophy, drama, food, Olympic games, and public speaking. (Course Standard 3)
6. Formulate, express, and defend a position orally/visually on an historical issue. (Course Standards 3,4)

DESCRIPTION OF COURSE:

This course will focus on the early civilizations of our world and encompasses geographical, historic, cultural, and human reasons for events and changes. It will begin with our earth and early man, continue through the beginning of civilizations throughout the world, and conclude with the fall of the Roman Empire. Comparisons and contrasts of these civilizations with our "modern" world, as well as their influence on current world situations will be explored.

TITLES OF UNITS:

1. Maps, globes, five themes of geography with emphasis on place and location (5 weeks)
2. How we find out about history (2 weeks)
3. Before civilizations (3 weeks)
4. River Valley Civilization overview (2 weeks)
5. Tigris-Euphrates (3 weeks)
6. Ancient India (3 weeks)
7. Ancient China (3 weeks)
8. Ancient Egypt (5 weeks)
9. Ancient Greece (5 weeks)
10. Ancient Rome (4 weeks)
11. Current News – integrated all year

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Audio visual tools
2. Writing assignments
3. Individual, small, large group activities
4. Cooperative learning
5. Interdisciplinary approach
6. Research assignments, using both conventional and electronic technology
7. Independent reading
8. Computer use in maps, graphing, writing, and research
9. Role playing simulations
10. Written and oral presentations
11. Lecture and discussion
12. Study guides based on text material

MATERIALS:

1. McGraw Hill/Glencoe, 2005, A Journey Across Time, The Early Ages, Course I
2. Prentice Hall, 2005, World Studies, The Ancient World
3. Prentice Hall, 2005, World Studies, Foundations of Geography
4. Houghton Mifflin, 1991, A Message of Ancient Days
5. Laidlaw, 1981, Understanding the World
6. Addison Wesley, 1976, Human Adventure
7. Rand McNally classroom atlas, newest copyright available
8. Teacher's guide for texts and ancillary materials
9. IU film library
10. PALMS library (books, magazines, resource materials, computer system)
11. Teacher-made/prepared materials
12. Trade books

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Cooperative learning groups
2. Study buddy
3. Teacher assistance or enrichment (resource period or Tuesday/Thursday until intermediate bus)
4. Specialist assistance or enrichment: IST, resource room
5. Opportunities for retesting or reworking projects/presentations
6. Guest speakers
7. Field trips
8. Interdisciplinary units
9. Teacher lists or suggestions for extended research

PORTFOLIO DEVELOPMENT:

Throughout the year students will place various pieces of social studies work into their working portfolios. By the end of the school year, each student will choose two pieces (upon which he/she will write a reflection sheet) to be placed in his/her Middle School showcase portfolio.

The final pieces entered would pertain to the following categories:

- demonstration or application of geographical knowledge (may be applied to a current situation)
- demonstration of historical or cultural knowledge from 6th grade social studies curriculum

METHODS OF EVALUATION:

1. Class participation, classwork, homework, quizzes, and tests
2. Complete assignments/tasks promptly
3. Maintain notebooks, according to rubrics, for each of the units studied throughout the year (from classwork and individual work)
4. Rubrics and standards for oral and visual presentations
5. Teacher-made and textbook quizzes/tests
6. Rubrics and standards for projects
7. Rubrics and standards for homework/written assignments
8. Rubrics and standards for notebooks
9. Rubrics and standards for problem solving and group work

INTEGRATED ACTIVITIES:

1. Concepts
 - Compare mid east cultural ideals
2. Communication
 - Exhibit listening skills
 - Exhibit reading skills
 - Exhibit writing skills
 - Respond orally (discuss/debate)
3. Thinking/Problem Solving
 - Compare/contrast
 - Analyze
 - Evaluate
 - Make predictions
4. Application of Knowledge
 - Demonstrate map, chart, and graph use
 - Use map skills and global knowledge
 - Demonstrate connections
5. Interpersonal Skills
 - Demonstrate skills or communication, oral and written
 - Work cooperatively (in small or large groups)
 - Develop leadership skills/qualities
 - Demonstrate ability to listen