



ACADEMY FOR URBAN LEADERSHIP | CHARTER SCHOOL
A Public School

World Civilizations: G.E.A.R.S.

Academy for Urban Leadership Mission Statement:

- **To employ an educational design and experience that merges the highest standards of academic excellence while fostering convictions and commitment to social and economic justice.**

Course Description:

- **Throughout the year students will examine the various cultures that existed from the advent of man to the fall of the Roman Empire. Students will be asked to focus primarily on the geography, economics, agriculture, religion and society (G.E.A.R.S.) of each society. Students will also use this method of G.E.A.R.S examination to compare and contrast these civilizations and connect to the modern world.**



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Title of Unit	The Stone Ages and Early Cultures	Grade Level	8th
Curriculum Area	Social Studies	Time Frame	1-2 weeks
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- 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
 - 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none">• Early humans learned to adapt their environment, make simple tools, use fire and communicate through language. As the migrated around the world the began to shift from a hunter gatherer society into one based on agriculture. Students will learn to use geography to discern how cultures developed and lived.	<ol style="list-style-type: none">1) How do humans relationship with their environment shape their culture?2) How does a civilization develop?3) How does that civilizations development affect the modern world?4) How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments?5) How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)?6) How did the people of early civilizations use innovation and technology to meet personal and community needs?	<ol style="list-style-type: none">1) How did early humans adapt their environment to provide for their needs?2) Where did the early humans migrate from?3) How did early humans transition from a hunter-gathering society to an agricultural one?4) Why have relations among humans become so complex since early times?
Related Misconceptions		
<ul style="list-style-type: none">• Students may not understand that human beings evolved over several millennia• Humans beings were not naturally agricultural creatures, we transitioned from hunter gatherers• Humans originated in small, isolated tribes		
Knowledge Students will know...		Skills Students will be able to...



- Where early man originated and their migration out of ancestral lands
- How early humans transitioned from a hunter-gatherer society to an agricultural one
- The impact that the development of tools and weapons had on humanity
- Early attempts at governing, the beginnings of organized society

- Interpret a thematic map
- Analyze historical text
- Compare and contrast early and modern humans
- Create a timeline
- Design an archaeological guide using photographs and illustrations

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Archaeology Guide
 - Compile images of artifacts from early civilization in order to create an archaeological guide. This guide can take the form of a pamphlet, poster or google slide.
- PT #3: Maps and Graphics
 - Utilize maps and graphics to analyze the movements of humanity out of Africa. Discuss why it took so long for humans to reach the Americas and how long humans existed before populating the western hemisphere. Highlight that Africa exists as the origin of the species.

Other Evidence



- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
- Text Module 2: The Stone Ages and Early Culture
 - Lesson 1: The First People
 - Discuss how tools and new hunting techniques lead to the formation of societies
 - Mankind The Story of All of Us: The Earliest Humans | History
 - <https://www.youtube.com/watch?v=rMOtzeJzPf4&list=PLob1mZcVWOajnvZ-ibEHsmUefCBZaw2c&index=2>
 - Mankind The Story of All of Us: Fire | History
 - https://www.youtube.com/watch?v=Ygpzm0S_rPQ&index=5&list=PLob1mZcVWOajnvZ-ibEHsmUefCBZaw2c
 - Lesson 2: Early Human Migration
 - Discovery News: Where did the first Americans come from?
 - <https://www.youtube.com/watch?v=9EBknU7D1OI>
 - Mankind The Story of All of Us: Domesticating the Dog | History
 - https://www.youtube.com/watch?v=mCLQ_8I1paY&list=PLob1mZcVWOajnvZ-ibEHsmUefCBZaw2c
 - Lesson 3: Beginnings of Agriculture
 - Mankind: The Story of All of Us: Birth of Farming | History
 - <https://www.youtube.com/watch?v=bhzQFIZuNFY>
 - Draw conclusions about early civilizations based on their tools
 - How can agriculture lead to conflict?
 - Discuss the concept of land ownership. Before this point, the idea of mastery over land was not exercised in a formal way. Discuss how this further leads to the development of society



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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	The Fertile Crescent, Mesopotamia and the Persian Empire	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	2 weeks
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- 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
 - 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none"> • The valleys of the Tigris and Euphrates Rivers was an ideal place for settlement. Students should begin to focus on the relationship between geography and the formation of civilizations. • New developments in farming and land organization led to the creation of cities, which advanced groups like the Sumerians and Phoenicians into great early civilization. • Introduce students to the concept G.E.A.R.S. and continue to use it throughout the year <ul style="list-style-type: none"> ○ Economics ○ Agriculture ○ Religion ○ Society 	<ul style="list-style-type: none"> • How do humans relationship with their environment shape their culture? • How does a civilization develop? • How does that civilizations development affect the modern world? • How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments? • How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)? • How did the people of early civilizations use innovation and technology to meet personal and community needs? 	<ol style="list-style-type: none"> 1) What factors helped unify early civilizations in Southwest Asia? 2) Why is the area in Mesopotamia called the Fertile Crescent? 3) How does geography play a role in the rise of early civilizations? 4) How are the Sumerians and Phoenicians similar and how are they different? 5) How did the Sumerians build an empire? 6) What is an empire? 7) How are agriculture and war interconnected?
Related Misconceptions		
<ul style="list-style-type: none"> • The struggle faced by early civilizations • The development of organized religion and its relationship to government • The invention of writing and documentation 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	



- Sumerians created the world's first advanced society, developing a writing system, organized religion and various forms of art.
- The development of military empires
- The role that trade and economics play in the development of a civilization

- Interpret a map
- Compare and contrast ancient civilizations
- Examine historical artifacts
- Make inferences about cultural development
- Construct a timeline
- Evaluate ancient laws

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Hammurabi's Code
 - Have students read the code in small groups. Students will debate amongst themselves whether the code is a just set of laws. Draw connections to modern law and allow for open class discussion.
- PT #3: Geographical Analysis
 - Have students use Google Earth to examine the region of Mesopotamia. Have students analyze the land features. Have them identify what makes the area perfect for civilization and discuss why they would choose to settle there or why not?

Other Evidence



- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
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- How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
- Module 3: The Fertile Crescent, Mesopotamia, and the Persian Empire
 - Lesson 1: Geography of the Fertile Crescent
 - Focus on the geographical impact of the Tigris and Euphrates Rivers
 - Analyze the geographic challenges faced by early Mesopotamians and evaluating possible solutions
 - Lesson 2: The Sumerians
 - Describe how solving geographic challenges led to the development of Sumerian city-states
 - How did the Sumerians transition from a society to a civilization?
 - G.E.A.R.S.
 - The Epic Of Gilgamesh In Sumerian
 - <https://www.youtube.com/watch?v=QUcTsFe1PVs>
 - Discuss the concept of oral histories and mythology
 - The Sumerian Silver Lyre
 - <https://www.youtube.com/watch?v=JU4QRxsZhjg>
 - Lesson 3: Military Empires
 - Identify the accomplishments of the Mesopotamian empire: Akkadian Empire, Babylonian Empire, Assyrian Empire, and Neo-Babylonian Empire
 - Explain why each empire was able to rise and fall
 - Lesson 4: The Phoenicians
 - Describe how the Phoenicians utilized economics to gain power by developing a wealthy trading society along the Mediterranean Sea.
 - Lesson 5: The Persian Empire
 - G.E.A.R.S of the Persian Empire
 - Explain how the desire to expand would bring them into conflict with other major civilizations
 - Discuss technological advancements



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ISBN # 0-87120-313-8 (ppk)

Title of Unit	Kingdoms of the Nile	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	2-3 weeks
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- Key Ideas and Details:
 - CCSS.ELA-LITERACY.RH.6-8.1
 - Cite specific textual evidence to support analysis of primary and secondary sources.
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- Craft and Structure:
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 - 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none">• The water and fertile soils of the Nile Valley allowed for the development of great civilizations. Egypt was even called the “Gift of the Nile”• G.E.A.R.S of the various civilizations• Distinguish between the Old, Middle and New Kingdoms• The concept of a divine being in human flesh	<ol style="list-style-type: none">1) How do humans relationship with their environment shape their culture?2) How does a civilization develop?3) How does that civilizations development affect the modern world?4) How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today’s modern governments?5) How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)?6) How did the people of early civilizations use innovation and technology to meet personal and community needs?	<ol style="list-style-type: none">1) How did the Nile River play a role in Egyptian society?2) Why was Egypt called the Gift of the Nile?3) How did religion shape Egyptian life?4) Why were the pyramids important to the Egyptians?5) How did trade influence the growth of the New Kingdom?6) What are some major Egyptian achievements?
Related Misconceptions		
<ul style="list-style-type: none">• There were multiple civilizations that spanned centuries• The geographical location of Egypt• It’s religious system		
Knowledge Students will know...	Skills Students will be able to...	



- How the Nile River played a critical role in the development of Egyptian society?
- The relationship between religion and Egyptian society?
- The New Kingdoms became powerful through trade
- The impact that religion had on architecture

- Interpret a map
- Collaborate to achieve a common goal
- Establish and maintain a timeline
- Compare and contrast various Egyptian kingdoms
- Compose a letter with historical perspective
- Compare and contrast geographical features
- Analyze geographical features

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Egyptian Postcard
 - You need to write a letter as if you are visiting ancient Egypt. Your letter should include information that explains how Egypt was a successful civilization using the six characteristics as your guide (organized government, cities, class divisions, art and architecture, religion and a writing system).
- PT #3: The Tigris, Euphrates and Nile
 - Compare/Contrast the civilizations of Egypt and Mesopotamia through political organization, religion, economics, and social structure. Cite textual evidence to support your answer

Other Evidence



- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
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- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
- Module 4: Kingdoms of the Nile
 - Lesson 1: Geography of Early Egypt
 - The fertile Nile River Valley, like the Tigris and Euphrates, allowed for the Egyptian civilization to develop
 - Lesson 2: The Old Kingdom
 - G.E.A.R.S.
 - The relationship between religion and government
 -
 - Lesson 3: The Middle and New Kingdoms
 - New Kingdom Rulers- Akhenaton and Tutankhamen
 - “In Memory of King Tut” reading and questions; Curse or Coincidence discussion
 - Ancient Egyptian Love Song
 - <https://www.youtube.com/watch?v=ntnBuQAvFjA>
 - Lyrics discussion
 - Lesson 4: Egyptian Achievements
 - Hieroglyphics, papyrus, architecture, art and religious ceremony
 - Lesson 5: Kush and Aksum
 - Discuss how both civilizations developed powerful trading societies and how the Kush came into conflict with the ailing Egyptians

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
 ISBN # 0-87120-313-8 (ppk)

Title of Unit	Ancient India	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	2 weeks



Developed By

Original: Rose Ann Berberich/ Revision: Robert Berentes

Identify Desired Results (Stage 1)

Content Standards

- Key Ideas and Details:
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Understandings

Essential Questions



Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> Students will gain an understanding of the basic nature of the Indus Valley Civilization, including the development of the caste system, as well as the methods historians and archeologists used to deduce their own understandings of the civilization given the absence of written language. They will also gain an understanding of the basic teachings and practices of Hinduism and Buddhism. Students will work on the critical thinking skill of comparing and contrasting and continue to develop their expository writing skills. 	<ol style="list-style-type: none"> How do humans relationship with their environment shape their culture? How does a civilization develop? How does that civilizations development affect the modern world? How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments? How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)? How did the people of early civilizations use innovation and technology to meet personal and community needs? 	<ol style="list-style-type: none"> How did India's geography affect the development of early civilizations? Who were the Harappans? How did the Aryans shape future Indian civilization? How did Hinduism and Buddhism develop? What was their impact on society? How does ancient Indian civilization influence us today?
<p style="text-align: center;">Related Misconceptions</p>		
<ul style="list-style-type: none"> The definition of Aryan society may be misconstrued with that of the Nazi ideology India was not a singular and unified society Multiple religious ideologies 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	



- G.E.A.R.S of ancient Indian civilization
- Impact of Hinduism and Buddhism
- The role geography played in the development of civilizations
- How civilizations become empires

- Interpret a map
- Establish and maintain a timeline
- Compose an essay
- Compare and contrast aspects of religion
- Design an informational poster
- Collaborate to achieve a common goal

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Essay
 - Compare and contrast India, Egypt and Mesopotamian civilizations. Make sure to highlight the E.A.R.S. (economics, agriculture, religion and society) with specific focus on the social caste system.
- PT #3: Understanding Religion
 - Many people in the West have a limited understanding of Buddhism and Hinduism, often confusing aspects of the two religions. Have students work in groups to create a large graphic designed to educate people about the religions. This should promote multicultural understanding and awareness.



Other Evidence

- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
 - How will you **hook** students at the beginning of the unit?
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 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
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 - Copyright 2018
 - Module 5: Ancient India
 - Lesson 1: Geography and Ancient India
 - Focus on the Indus River, compare and contrast with the Nile, Tigris and Euphrates
 - Create a “postcard home” as you were a traveler in the ancient city of Mohenjo Daro
 - Early religious ideology
 - Lesson 2: Vedic Society
 - Explain how the Harappan decline opened the path for the rise of Vedic society
 - Ancient Vedic Chants (Sanskrit) That Enlighten - "Pancha Suktham" (Nithyaparayana & Thirumanjanam)
 - <https://www.youtube.com/watch?v=zjcVbd1O7KQ>
 - Lesson 3: Origins of Hinduism
 - Unique Facts About Hinduism Part 1 and 2
 - <https://www.youtube.com/watch?v=Xd-sL9cEejQ>
 - <https://www.youtube.com/watch?v=xBj2IDsfZ80>
 - Lesson 4: Origins of Buddhism
 - Facts About Buddhism
 - <https://www.youtube.com/watch?v=w4CYgYP2D7I>
 - Discuss the differences and similarities between the two religions
 - Refer to PT #3
 - Lesson 5: Indian Empires
 - Examine the Mauryas and the Guptas
 - How did their empires rise and fall
 - Identify the E.A.R.S.
 - Lesson 6: Indian Achievements
 - Religious Art
 - Temples, paintings and sculptures
 - Sanskrit Literature



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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	Ancient China	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- 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
 - 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none"> Students will understand how the culture, including the religious and philosophical beliefs, of ancient China affected its development, with particular regard to its system of government. They will also gain an understanding of the technological and economic achievements (i.e. trade) of ancient China. Additionally, they will gain knowledge of the geography of the region. Finally, they will engage in the process of historical inquiry (research) 	<ol style="list-style-type: none"> How do humans relationship with their environment shape their culture? How does a civilization develop? How does that civilizations development affect the modern world? How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments? How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)? How did the people of early civilizations use innovation and technology to meet personal and community needs? 	<ol style="list-style-type: none"> How did the Huang He and Yangtze influence the development of Chinese civilizations? How did Confucianism play a role in Chinese society? What role did legalism play in Chinese society? How did Qin Shi Huangdi unify China? How did Buddhism influence the Han Dynasty? What role does family play in Chinese society?
Related Misconceptions		
<ul style="list-style-type: none"> Belief that China was always unified and named China China was comprised of various dynasties The name China is actually derived from the Qin Empire (Qin=Chin) 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	



- Multiple major rivers in China allowed for the development of multiple civilizations
- Qin Shi Huangdi unified China through military conquest and developed a strict code of laws and society
- The Qin fell to the Han
- Confucianism, Daoism, Legalism and their impact on society
- E,A,R,S,

- Interpret a map
- Compare and contrast various religious ideologies
- Establish and maintain a timeline
- Create a postcard with historical perspectives and evidence
- Develop and utilize a graphic organizer
- Write journal entries from a historical perspective

Assessment Evidence (Stage 2)

Performance Task Description



- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Postcard- Independent Project:
 - Write a postcard to a friend or family member, imagining that they have been traveling through Ancient China. First, Students will draw and color a picture on one side of the card (Photos will be projected from laptop for inspiration).
- PT #3: Graphic Organizer
 - Have students create a graphic organizer that compares and contrasts Confucianism, Daoism and Legalism. Once this has been completed, have students write a short response using the R.A.C.E. method explaining which they would choose as the basis for a government. Make sure they justify their answer
- PT #4: DBQ Project: “The Silk Road: Recording the Journey”
 - While examining the Silk Road, have students complete daily journal entries. While you journey down the Silk Road, have students pretend they are merchants recording their journey.

Other Evidence

- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ’s
- Surveys
- R.A.C.E. Short Answers



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Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
 - How will you **hook** students at the beginning of the unit?
 - What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
 - How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
 - How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
 - How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
 - Module 6: Ancient China
 - Lesson 1: Geography and Early China
 - Focus on the Huang He (Yellow River) and the Yangtze. Compare and contrast with previous rivers
 - Use a map to learn about China's geography
 - How did the civilization begin?
 - Lesson 2: The Zhou Dynasty
 - E.A.R.S.
 - The birth of Confucianism
 - Laozi
 - Daoism and Legalism
 - Lesson 3: The Qin Dynasty
 - G.E.A.R.S.
 - The establishment of a firm, strict government under an emperor
 - For the first time China was unified under a single dynasty
 - Highlight Qin achievements and policies
 - Examine the Great Wall using Google Earth
 - National Geographic - The Great Wall of China - Documentary
 - <https://www.youtube.com/watch?v=VjlydnRqcmw&t=123s>
 - Lesson 4: The Han Dynasty
 - G.E.A.R.S.
 - Confucianism and the new dynasty
 - Achievements in art, literature and education
 - The spread of Buddhism from India to China
 - Discovering China - The Han Dynasty-China's First Golden Age
 - <https://www.youtube.com/watch?v=VS7pKZJ3zPs>
 - Lesson 5: The Silk Road
 - China now linked to the Middle East and Europe
 - Refer to PT #4 for lesson project
 - Discuss the types of goods traded



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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	The Hebrews and Judaism	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	1-2 weeks
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- 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
 - 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none">Students will learn the origins, basic teachings, and general practices of Judaism. Additionally, they will gain an understanding of the geographic conditions that affected ancient Israel and Israel today.	<ol style="list-style-type: none">How do humans relationship with their environment shape their culture?How does a civilization develop?How does that civilizations development affect the modern world?How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments?How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)?How did the people of early civilizations use innovation and technology to meet personal and community needs?	<ol style="list-style-type: none">What is the role of religion in society?How did monotheism change society?How was Jewish society shaped by geography?What is a migrant society?
Related Misconceptions		
<ul style="list-style-type: none">The tribes of Israel were migratory peopleMuch of their history and tradition was oral for centuries		
Knowledge Students will know...	Skills Students will be able to...	



- Learn some of the important people, places, and vocabulary associated with Judaism
- Learn the basic teachings of Judaism: monotheism, moral law (10 commandments), belief in the afterlife
- Learn some of the key practices and beliefs of Judaism: kosher law, role of women, etc.
- Gain an understanding of the basic geography of modern Israel and the surrounding lands

- Establish and maintain a timeline
- Interpret a thematic and topographic map
- Compose an essay
- Analyze the Ten Commandments
- Compare and contrast Judaic law with United States law

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Understanding Migrant Life Writing Prompt
 - PROMPT: You and your family are herders, looking after large flocks of sheep. Your grandfather is the leader of your tribe. One day your grandfather says that your whole family will be moving to a new country where there is more water and food for your flocks. The trip will be long and difficult. How do you feel about moving to a far away land?
- PT #3: The Ten Commandments
 - Provide students with a copy of Ten Commandments and read them together. Ask students to compare the Jewish laws with the United States Constitution. After they have finished analyzing the documents, have students discuss whether Judaic laws had an impact on the development of the United States legal system and our moral code.



Other Evidence

- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



<ul style="list-style-type: none"> ● Where are your students headed? Where have they been? How will you make sure the students know where they are going? ● How will you hook students at the beginning of the unit? ● What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? ● How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? ● How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? ● How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? ● How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students? 	<ul style="list-style-type: none"> ● Guiding Textbook: <ul style="list-style-type: none"> ○ World Civilizations, by Houghton Mifflin Harcourt Publishing <ul style="list-style-type: none"> ▪ Copyright 2018 ● Module 7: The Hebrews and Judaism <ul style="list-style-type: none"> ○ Lesson 1: The Early Hebrews <ul style="list-style-type: none"> ▪ Focus on the nomadic past of the Hebrews and their descendents, the Israelites. ▪ Abraham led the Hebrews to Canaan, Moses led the Israelites out of Egypt ▪ Refer to PT# 2 ○ Lesson 2: Jewish Beliefs and Texts <ul style="list-style-type: none"> ▪ Examine how the Torah also establishes a system of justice and education ▪ Monotheism ▪ The Lyre Of Megiddo <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=27opcKxgc1c ○ Lesson 3: Judaism Over the Centuries <ul style="list-style-type: none"> ▪ Uprising and resistance to Roman rule ▪ Multiple variances of cultural traditions ▪ Exam lands traditionally claimed by the Israelites and compare with modern day maps. Discuss possible conflicts that may arise and the legitimacy of the land claim ▪ Refer to PT #3 ○ Chapter Assessment
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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
 ISBN # 0-87120-313-8 (ppk)

Title of Unit	Ancient Greece and the Hellenistic World	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	3 weeks



Developed By

Original: Rose Ann Berberich/ Revision: Robert Berentes

Identify Desired Results (Stage 1)

Content Standards

- 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
 - 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.

Understandings

Essential Questions

Overarching Understanding

Overarching

Topical



<ul style="list-style-type: none">Students will learn that Greece’s unique geography created its city-state system with a variety of systems of government including oligarchy and most importantly, democracy. They will learn of the various wars the Greeks fought in and the achievements of Greek thinkers in the areas of philosophy, science, math, literature and the arts.	<ol style="list-style-type: none">1) How do humans relationship with their environment shape their culture?2) How does a civilization develop?3) How does that civilizations development affect the modern world?4) How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today’s modern governments?5) How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)?6) How did the people of early civilizations use innovation and technology to meet personal and community needs?	<ol style="list-style-type: none">1) How did geography impact the development of Greek city-states?2) What impact did Ancient Greece have on modern times?3) How did the diversity of Greek city-states affect their relationships?4) What is democracy and where did it come from?5) How have the Greeks influenced the modern world?
Related Misconceptions		
<ul style="list-style-type: none">Contributions of the GreeksUnderstanding of all the wars the Greeks fought as well as learning their mythical Gods and rolesThe empire of Alexander the Great spanned three continents and was the first of its kind		
Knowledge Students will know...	Skills Students will be able to...	



- The geography of ancient Greece
- Athenian Democracy
- Conflict between Athens and Sparta
- The role of religion and mythology
- Greek contributions to the arts, philosophy and science
- Alexander the Great

- Develop writing skills
- Establish and maintain a timeline
- Write from a historical perspective
- Compare and contrast forms of government
- Assess the value and dangers of geographical features
- Collaborate to achieve a common goal

Assessment Evidence (Stage 2)

Performance Task Description



- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Writing Prompt
 - You live on the rocky coast of a bright blue sea. Across the water you can see dozens of islands and points of land jutting out into the sea. Rugged mountains rise steeply behind your village. It is hard to travel across the mountains in order to visit other villages or towns. Near your home on the coast is a sheltered cover where it's easy to anchor a boat. What could you do to make a living? What would society be like?
- PT #3: Compare and Contrast
 - Either in the form of an essay, or presentation, have students compare and contrast Athenian democracy with previously examined forms of government. Why was this type of government different? How could it be dangerous to the various social castes and systems?
- PT #4: Alexander's Empire
 - Provide students with a map of Alexander's Empire at its height. Have students use Google Earth to identify what nations today would have been apart of that empire. Have students identify geographical features and discuss how they might have benefitted the empire or presented a problem.
- PT #5: Which kingdom would you choose?
 - Provide students with a map of the Hellenistic Kingdoms and have them logon to Google Earth. Have students assume the role of one of Alexander's generals. In the wake of his death, they must choose to rule over one of the Hellenistic Kingdoms. Have students examine the geography of the kingdoms using Google Earth and make their decision. Their answer should be supported with relevant geographical and economic information.

Other Evidence



- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
- Module 8: Ancient Greece
 - Lesson 1: Geography and the Early Greeks
 - The unique and varied islands, accompanied with seaside cities produced several powerful city-states
 - Ancient Greece: The first Greeks
 - <https://newsela.com/read/elem-hist-ancient-greeks/id/28729/>
 - Lesson 2: The Glory of Athens
 - After surviving several wars and trying various forms of government, the people of Athens settled on democracy
 - Lesson 3: Athens and Sparta
 - Despite both being Greek, the war between Athens and Sparta perfectly highlights the tumultuous relationship between city-states and the lack of an empire
 - Famous Speeches: Pericles' Funeral Oration
 - <https://newsela.com/read/speeches-pericles-funeral-oration/id/25867/>
 - The Spartans Documentary
 - Part 1: <https://www.youtube.com/watch?v=piAEzVOqHHU>
 - Part 2: <https://www.youtube.com/watch?v=99WJDLpgo3U>
 - Part 3: <https://www.youtube.com/watch?v=zrQEsidSRHc>
 - Lesson 4: Greek Mythology and Literature
 - The Greek Gods
 - <https://www.youtube.com/watch?v=eJcM8W5RZes>
 - Ancient Greece: Gods, goddesses and heroes
 - <https://newsela.com/read/elem-hist-gods-goddesses/id/28731/>
 - History Channel: Clash of the Gods Series
 - [https://www.youtube.com/playlist?](https://www.youtube.com/playlist?list=PLA56...)



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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	Ancient Rome	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	3-4 weeks
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- 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
 - 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<p>Students will gain an understanding of how both the Roman Republic worked in contrast to Greek democracy. They will also gain an understanding of the major achievements of Ancient Rome.</p>	<ul style="list-style-type: none">• How do humans relationship with their environment shape their culture?• How does a civilization develop?• How does that civilizations development affect the modern world?• How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments?• How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)?• How did the people of early civilizations use innovation and technology to meet personal and community needs?	<ol style="list-style-type: none">1) How did geography affect the development of Roman civilization?2) Why did the Romans choose a Republic?3) How did religion play a role in Roman society?4) How is a Republic different from a Democracy?5) What aspects of Roman civilization can be found in the modern world?
<p style="text-align: center;">Related Misconceptions</p>		
<ul style="list-style-type: none">• Rome was not always ruled by an Emperor• It shared many gods with the Greeks• Rome was a Republic, which is not the same as a Democracy• The Empire fell as quickly as it rose• Christianity became the state religion• It laid the foundation for the Catholic Church• Rome was a city-state before it was the capital of an empire		
<p>Knowledge Students will know...</p>		<p>Skills Students will be able to...</p>



- Gain an understanding of the composition and functionality of the Roman Republic. They will know how it worked.
- Understand the influence the Roman republican form of government had on the government system of the United States.
- Acquire knowledge of the major achievements, advances, innovations and inventions that were created in Ancient Rome.
- Develop and understanding of the various causes that led to Rome’s fall, their interconnectedness and the relative importance of each.

- Develop “active reading” strategies for nonfiction reading (textbook and handouts)
- Continue to develop note-taking techniques
- Build their expository writing skills
- Improve their public speaking and debate skills
- Continue to build their digital literacy skills by creating a dynamic digital presentation
- Further develop their skills of historical inquiry
- Develop “active reading” strategies for nonfiction reading (textbook and handouts)
- Continue to develop note-taking techniques
- Build their expository writing skills
- Improve their public speaking and debate skills
- Continue to build their digital literacy skills by creating a dynamic digital presentation
- Further develop their skills of historical inquiry

Assessment Evidence (Stage 2)

Performance Task Description



- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Venn Diagram Poster
 - Design a poster that compares and contrasts Greek Democracy and the Roman Republic. Ask students if there is a way to combine these two forms of government? Allow for socratic discussion.
- PT #3: Roman Laws
 - Students will analyze examples from Rome's Twelve Tables to then use when comparing and contrasting the Roman Republic and the US government.
 - Primary Source: Analysis of the Twelve Tables
 - Compare & Contrast: Roman Republic vs. US Government

Other Evidence



- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
 - How will you **hook** students at the beginning of the unit?
 - What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
 - How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
 - How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
 - How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
 - Module 10: Ancient Rome
 - Lesson 1: Geography and Ancient Rome
 - Examine the geography of Italy using the map on page 329.
 - What are some challenges settlers may face living in and around Rome?
 - Assessment
 - Lesson 2: The Roman Republic
 - Transition from Rex (King) to Republic
 - Why did the Romans consider Cincinnatus an ideal leader? (Pg. 332)
 - Discuss the importance of written law
 - What did the founders of our country draw from the Roman form of government?
 - Assessment
 - Lesson 3: From Republic to Empire
 - How did the Republic collapse and allow for an Emperor to rise?
 - Draw parallels to modern day governments and how tyrants rise to power.
 - Identify the causes for the expansion of Rome, and the effects on the Republic, society and culture.
 - Lesson 4: A Vast Empire
 - Time Lapse Map
 - <https://www.youtube.com/watch?v=w5zYpWcz1-E>
 - Discuss the concept of Pax Romana
 - Do we have a policy of Pax Americana?
 - Lesson 5: The Fall of Rome
 - Ancient Rome in 20 minutes
 - <https://www.youtube.com/watch?v=46ZXI-V4qwY>
 - Lesson 6: Rome's Legacy
 - Explore Roman architecture and engineering
 - [https://www.history.com/topics/ancient-history/ancient-](https://www.history.com/topics/ancient-history/ancient-rome)



ACADEMY FOR URBAN LEADERSHIP | CHARTER SCHOOL
A Public School

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	The Rise of Christianity and Islam	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	1-2 weeks
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- 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
 - 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none"> Both Christianity and Islam emerged from Judaism. The three religions all share a common history. The speed at which they spread and the geographic relationship they share would lead to conflict 	<ul style="list-style-type: none"> How do humans relationship with their environment shape their culture? How does a civilization develop? How does that civilizations development affect the modern world? How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments? How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)? How did the people of early civilizations use innovation and technology to meet personal and community needs? 	<ol style="list-style-type: none"> How are Christianity and Islam related? How does the geography affect the relationship between the two religions? How did Christianity emerge and spread? How did Islam emerge and spread?
Related Misconceptions		
<ul style="list-style-type: none"> The two religions share Judaic roots Christianity emerged first, followed by Islam Both have strict religious law Christ is seen as the son of God, while Muhammad is regarded as a prophet 		
Knowledge Students will know...		Skills Students will be able to...
<ul style="list-style-type: none"> The origins of Christianity and Islam Geographical epicenters of the religions Their relationships with governments The relationship with each other 	<ul style="list-style-type: none"> Interpret a map Compare and contrast religious beliefs Establish and maintain a timeline Create a graphic organizer Collaborate to accomplish a common goal 	



Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Venn Diagram
 - Have students use a venn diagram to compare and contrast Islam, Christianity and Judaism.

Other Evidence

- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers



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Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
 - How will you **hook** students at the beginning of the unit?
 - What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
 - How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
 - How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
 - How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
 - Module 11: The Growth of Christianity
 - Lesson 1: Religion in the Roman Empire
 - Discuss how the Roman Empire was open to various religions, however came into conflict with Judaism, eventually leading to conflict with Christianity
 - Lesson 2: Origins of Christianity
 - Lesson 3: The Spread of Christianity
 - Animated map shows how Christianity spread around the world
 - <https://www.youtube.com/watch?v=BJ0dZhHccfU>
 - Discuss the effect that the spread of Christianity might have on the Roman power structure
 - Lesson 4: The Early Christian World
 - Foundations of the Catholic Church
 - Discuss the dangers of various sects of Christianity
 - Discuss why the Roman government would desire to centralize the religion
 - Module 13: The Rise of Islam
 - Lesson 1: Geography and Life in Arabia
 - Using the map on pg. 433 discuss why Arabia is considered a “crossroads”
 - Analyze and discuss the pros and cons of sedentary life and nomadic life
 - Lesson 2: Origins of Islam
 - Discuss the Abrahamic origins of Islam and the concept of a prophet
 - Compare and contrast Islam, Judaism and Christianity
 - Examine Islamic law
 - Lesson 3: Expansion of Islam
 - Animate Map
 - <https://www.youtube.com/watch?v=AvFl6UBZLv4>



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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	Early African Civilizations	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	1-2 weeks
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- 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
 - 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<p>Students will examine the geography and early cultures of Africa. Students will analyze the ways that religion, trade and natural resources influenced their development</p>	<ul style="list-style-type: none">• How do humans relationship with their environment shape their culture?• How does a civilization develop?• How does that civilizations development affect the modern world?• How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments?• How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)?• How did the people of early civilizations use innovation and technology to meet personal and community needs?	<ol style="list-style-type: none">1) How did the rulers of early Ghana build an empire?2) How did economics play a role in the development of early African civilizations?3) What geographical features contributed to the development of those civilizations?4) How did music play a role in African civilization?
<p style="text-align: center;">Related Misconceptions</p> <ul style="list-style-type: none">• Africa had great economic empires other than Egypt. They were not just a collection of tribes.		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	



- Economics and natural resources played a major role in the rise of Ghana
- Music was a major part of African society, especially percussion
- The effects musical traditions have had on modern music
- G.E.A.R.S.

- Establish and maintain a timeline
- Collaborate to achieve a common goal
- Develop an educational and interactive presentation
- Compare and contrast ancient and modern civilizations

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Music From Past to Present
 - Have students examine ancient music and dance traditions. Compare and contrast them to modern dances and attempt to make connections. Students can present their findings through slides or demonstrations.
- PT #3: Bringing Oral Tradition To Life
 - Read an excerpt from Sundiata on pages 504 to 505. West African Griots had to commit to memory hundreds of events to tell a story. Sometimes they would act out stories like plays/
 - Have students work in groups and read select passages from any story of your choosing. Have students come up with a way to act out those stories in a way that not only conveys the story, but makes it memorable to the performers and audience.

Other Evidence



- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
 - How will you **hook** students at the beginning of the unit?
 - What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
 - How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
 - How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
 - How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
 - Module 14: Early African Civilizations
 - Lesson 1: Geography of Early Africa
 - Examine map on pg. 471
 - Identify key rivers and geographical features
 - Lesson 2: The Empire of Ghana
 - Trading Salt for Gold: The Ancient Kingdom of Ghana
 - <https://newsela.com/read/lib-ushistory-ghana-kingdom/id/32139/>
 - The Ghana Empire: Complexity and West Africa's First Major State
 - <https://newsela.com/read/BHP-7-1-Ghana/id/9391/>
 - Lesson 3: The Empires of Mali and Songhai
 - The Songhai Empire: The Rise and Fall of a Great West African Empire
 - <https://newsela.com/read/lib-songhai-empire/id/33452/>
 - Lesson 4: Historical and Artistic Traditions of West Africa
 - Discuss the concept of oral history and tradition through song
 - Summertime by Soriba Kouyaté
 - https://www.youtube.com/watch?v=7oFLWP_AU0Y
 - Discuss the combination of traditional Malian music with modern day jazz/blues
 - Lesson 5: Sub-Saharan Cultures
 - Wildlife
 - <https://www.youtube.com/watch?v=TxbE79-1OSI>
 - Rwenzori: Mountains of the Moon, Uganda
 - <https://www.youtube.com/watch?v=zNDoMBDDyAE>
 - 60 Seconds of Life on the Congo River | National Geographic
 - <https://www.youtube.com/watch?v=SFrcIwXSzJE>



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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	Later Chinese Dynasties and Japan	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	2-3 weeks
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- 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
 - 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none"> • After the fall of the Han Dynasty, China fell into chaos. It was finally reunited by the Sui, which soon fell to the Tang as the cycle of dynastic change continued. • It was during the Tang Dynasty that a cultural exchange occurred between China, Korea and Japan, which heavily influenced the evolution of Japanese society during the Heian period. • Buddhism took and a new form in Japan, known as Zen Buddhism. This allowed it to be compatible with the core religion of Japan known as Shintoism. • The first written novel, The Tale of Genji emerges and is written by a woman. 	<ul style="list-style-type: none"> • How do humans relationship with their environment shape their culture? • How does a civilization develop? • How does that civilizations development affect the modern world? • How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments? • How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)? • How did the people of early civilizations use innovation and technology to meet personal and community needs? 	<ol style="list-style-type: none"> 1) How did Confucianism continue to influence political and social life? 2) What economic commodities provided China with great wealth? 3) How did Japanese society move from tribalistic to the organized civilization of the Heian period? 4) Why is the concept of Bushido unique? 5) How does it affect Japanese life and politics? 6) What influences have China and Japan left upon the modern world?
Related Misconceptions		
<ul style="list-style-type: none"> • There was a long series of civil war and micro dynasties between the Han and the Sui • Japan shares a lot with Tang China, including writing, architecture and fashion • The Tale of Genji was written by Lady Murasaki Shikibu 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	



- Key terms related to Later China and Japan
- Technological and cultural achievements of the Tang, Song, Yuan, Ming Dynasties
- The cultural and social developments of the Heian period
- China's impact on its geographical neighbors
- The effects of the Mongol invasion of China

- Establish and maintain a timeline
- Interpret a thematic and topographic map
- Enhance their writing skills
- Compose an expository essay
- Collaborate to achieve a common goal

Assessment Evidence (Stage 2)

Performance Task Description



- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Calligraphy
 - Have students compare and contrast Japanese and Chinese calligraphy. Provide them with black paint or ink and a brush. Students can write the calligraphy, immersing them into the culture and giving them a better understanding of its complex nature.
- PT #3: Essay
 - The Mongols became the first foreign invaders to conquer and rule China. Students should discuss how the Mongols brought new ideas and affected the Chinese civilization. Discuss the pros and cons of the effects and present a clear and concise narrative. All claims should be supported by textual evidence.

Other Evidence



- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
 - How will you **hook** students at the beginning of the unit?
 - What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
 - How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
 - How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
 - How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
 - Module 15: Later Chinese Dynasties
 - Lesson 1: China Reunified
 - Discuss the political and social reasons for disunity and war
 - Lesson 2: Tang and Song Achievements
 - Tang Dynasty — The Golden Age of China
 - <https://newsela.com/read/lib-ushistory-china-tang-dynasty/id/32167/>
 - The Fall of the Golden Age - The Tang Dynasty | HISTORY OF CHINA
 - https://www.youtube.com/watch?v=yguW_CsC4Qo&list=PL2NN2rktA4yO3BMMiRpoNYhhyIqRZ-0GC&index=7
 - Highlight the changes in agriculture that lead to new economic systems
 - Discuss the move away from Confucianism
 - Lesson 3: Confucianism and Government
 - How did the philosophy and religious nature begin to evolve?
 - Lesson 4: The Yuan and Ming Dynasties
 - Compare and contrast
 - Ming, Yuan and Tang Dynasties
 - And then came Genghis Khan - Sorrow of the Song Dynasty | HISTORY OF CHINA
 - <https://www.youtube.com/watch?v=UFB6T3B8uhc&list=PL2NN2rktA4yO3BMMiRpoNYhhyIqRZ-0GC&index=10>
 - Seven Things You May Not Know About the Ming Dynasty
 - <https://newsela.com/read/lib-china-ming-dynasty-facts/id/36713/>
 - Downfall of the Superpower China - Ming and Qing Dynasty | HISTORY OF CHINA
 - <https://www.youtube.com/watch?>



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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	South and Southwest Asia	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	2-3 weeks
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- 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
 - 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.

Understandings

Essential Questions



Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> Focus on the development of the four great empires, the Ottoman, the Safavid, the Sikh and the Mughal. Discuss the dominant religions of each and how they affected the various aspects of the civilizations. 	<ul style="list-style-type: none"> How do humans relationship with their environment shape their culture? How does a civilization develop? How does that civilizations development affect the modern world? How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments? How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)? How did the people of early civilizations use innovation and technology to meet personal and community needs? 	<ol style="list-style-type: none"> What lasting social and cultural contributions were made by the Ottoman Empire? How did the Ottomans gain their land? How did the Safavids develop their trade network? What are Shia and Sunni? How did Sikhism emerge? How did many cultures blend to create the Mughal Empire?
<p align="center">Related Misconceptions</p>		
<ul style="list-style-type: none"> South and Southwestern Asia saw the rise and fall of many empires, not just one. While there are similarities, there are far more differences between the various religions that existed throughout the region. 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	



- The difference between Sunni and Shia
- How the Mughal, Safavid, Sikh and Ottoman Empires rose and fall
- The G.E.A.R.S. of each civilization
- How trade networks developed and spread religion
- The geographical features of the region

- Interpret a thematic and topographic map
- Compare and contrast Sunni and Shia
- Analyze the relationship between economics and religion
- Collaborate to achieve a common goal
- Interpret and create charts using historical data
- Establish and maintain a timeline

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Comparison Chart
 - Analyze the comparison chart that can be found on pg. 602. Conduct a socratic discussion about the similarities or differences. Highlight any specific themes that are present.
 - Have students pick anyone of the empires from this unit, and create a chart that compares them with at least two other empires that have been previously studied. This can be done in groups or as an individual assignment.

Other Evidence

- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers



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Learning Plan (Stage 3)



- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
 - How will you **hook** students at the beginning of the unit?
 - What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
 - How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
 - How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
 - How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
 - Module 17: Cultures of South and Southwest Asia
 - Lesson 1: The Ottoman Empire
 - Interpret maps on pg. 587
 - Discuss and highlight scientific and cultural advances, drawing connections with modern day
 - How did the Ottomans gain their land?
 - Lesson 2: Safavid Persia
 - Discuss the role of Islam in the region
 - Interpret map on pg. 593
 - Analyze the relationship between Persia and Europe
 - Lesson 3: Sikhism in India
 - Compare and contrast with Hinduism
 - Why is the rejection of the caste system significant?
 - What has been the legacy of Sikhism?
 - Lesson 4: The Mughal Empire
 - Why did the Mughal Empire seek to unite India through religious tolerance?
 - Interpret Charts on pg. 602
 - Taj Mahal, India Video Tour in 4K
 - <https://www.youtube.com/watch?v=44rTTLjZZz4>
 - Chapter Assessment



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From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	The Meso Americans	Grade Level	8th
Curriculum Area	Social Studies Ancient Civilizations	Time Frame	2-3 weeks
Developed By	Original: Rose Ann Berberich/ Revision: Robert Berentes		
Identify Desired Results (Stage 1)			
Content Standards			



- 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
 - 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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical



<ul style="list-style-type: none"> The political, social and economic development of civilizations across Mesoamerica. Students should have an understanding of early Mesoamerican empires, as well as the geographical impacts on their development. 	<ul style="list-style-type: none"> How do humans relationship with their environment shape their culture? How does a civilization develop? How does that civilizations development affect the modern world? How are the systems of power, authority, and governance used to establish order in ancient civilizations still present in today's modern governments? How is a civilization defined by its G.E.A.R.S/ (Economics, Agriculture, Religion and Society)? How did the people of early civilizations use innovation and technology to meet personal and community needs? 	<ol style="list-style-type: none"> How did the geography of the Americas affect the development of civilizations and empires? Why did the Mayans decline? How was the Mayan religion different from religions previously examined? What were some of the Aztecs lasting achievements? How did the Aztecs organize their society? How did the Inca empire fall? What might happen now that the Spanish have come to Mesoamerica?
Related Misconceptions		
<ul style="list-style-type: none"> Mesoamerica did not just give rise to small native tribes, but became host to several unique and advanced civilizations Mesoamerica was isolated from the greater world, which allowed for these unique cultures to develop and continue to develop, while Europe and Asia began cultural exchanges. 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	



- The various civilizations and empires that existed across Mesoamerica
- The lasting cultural achievements of those civilizations
- How geography affected the development of their civilizations
- How the Spanish affected Mesoamerica

- Interpret a thematic and topographic map
- Complete the timeline
- Make inferences about technological advancements
- Compare and contrast various civilizations
- Construct a presentation

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- PT #1: Timeline
 - Establish a classroom timeline that is continuously updated throughout the year. Use this timeline to generate discussions about various civilizations. This can also be a great tool to compare and contrast the various G.E.A.R.S. of civilizations. This can also be used to enforce enduring understanding of broad topic discussions.
- PT #2: Resource Project
 - Have students create a presentation in groups. Students should use maps to identify locations of resources and explain how those resources contributed to the development of Mesoamerican cultures.
- PT #3: Compare and Contrast
 - Students should work in groups to conduct this historical investigation. Have students examine various aspects of Mesoamerican civilizations. They will be tasked with finding commonalities between Mesoamerican cultures and civilizations that were examined throughout the year.
 - Students should be pushed to question how these similarities emerged, considering the cultures were isolated from one another.
 - Discuss common themes and analyze the human experience.

Other Evidence



- Vocabulary Quizzes
- Chapter Assessments
- Think-Pair-Share
- Classroom Debate
- Journal Entries
- DBQ's
- Surveys
- R.A.C.E. Short Answers

Learning Plan (Stage 3)



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 - How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?
- Guiding Textbook:
 - World Civilizations, by Houghton Mifflin Harcourt Publishing
 - Copyright 2018
 - Module 18: The Early Americas
 - Lesson 1: Geography and Early Cultures
 - Interpret map pg. 613
 - Connect back to the first people out of Africa
 - Interpret map pg. 614
 - What are some benefits and negatives being removed from Europe and Asia?
 - Lesson 2: The Maya
 - The Ancient Maya Empire: It Flourished and Mysteriously Ended
 - <https://newsela.com/read/lib-history-maya-civilization/id/31768/>
 - Government and Society of the Ancient Maya
 - <https://newsela.com/read/lib-maya-government/id/34538/>
 - Interpret map pg. 620
 - Mayan Literature Analysis
 - The Book of the People (Pg. 628-629)
 - Lesson 3: The Aztec
 - The Aztecs Had a Strict Social Structure
 - <https://newsela.com/read/lib-aztec-society/id/35980/>
 - The Aztec Empire: The Last Great Native Civilization in Mesoamerica
 - <https://newsela.com/read/lib-history-aztec/id/33906/>
 - Interpret map pg. 631
 - How did economics and warfare play a role in Aztec society?
 - Lesson 4: The Inca
 - The Inca Civilization: its Rise to Greatness and its Downfall
 - <https://newsela.com/read/lib-inca-empire-history/id/33897/>
 - Interpret map pg. 641
 - How are the Inca geographically unique?
 - Road to Machu Picchu - Peru in 4K
 - <https://www.youtube.com/watch?v=Zk9I5xnTVMA>



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