



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	History		Grade:	6th
Unit Number:	4	Unit Name:	Philosophy and Life (China and city-states of Greece)	
Unit Length	Days:40		Minutes per day: 50	
Unit Synopsis	<p>Students will explore, compare, and contrast various philosophical systems used and how those philosophies influence everyday life.</p> <ul style="list-style-type: none"> ~Historic roots that lead to development ~Philosophical beliefs ~Influence on society 			

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop's Fables</i>.</p> <p>6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</p> <p>3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</p> <p>5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.</p> <p>6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p>	<p>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.</p> <p>WHST6-8.2 Write informative/explanatory texts, including the narrative of historical events, scientific procedures/experiments, or technical processes.</p>

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p>6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.</p> <p>6.4.7 Trace the rise of Alexander the Great and the Spread of Greek culture eastward and into Egypt.</p> <p>6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p> <p>6.6.7 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty ad Roman Empire and their locations.</p> <p>6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty.</p>	<p>RH6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p>WHST 6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>SL 6.5 Include multimedia components (e.g., graphics, images, music sound) and visual displays in presentation to clarify information.</p>
Target ELD Standards	<p>Collaborative SL.6 #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. SL.2 #1 Exchanging information and ideas with others through oral collaborative on range of social and academic topics.</p> <p>Interpretive RL.3 #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. #7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>Productive WHIST 6.4 #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. #12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>	

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
6.4 Analyze	the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece	Remember	2 Recall and reproduce
6.4.4 Explain	the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop’s Fables</i> .	Understand	3 Skills and concepts
6.4.6 Compare and contrast	life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	Analyze	2 Strategic thinking
6.6 Analyze	analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	Evaluate	1 Recall and reproduce
6.6.2 Explain	the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	Understand	3 Strategic thinking
6.6.3 Know	about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	Remember	1 Recall and reproduce
6.6.5 List	the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.	Remember	1 Recall and reproduce
6.6.6 Detail	the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.	Understand	2 Strategic thinking

Learning Progressions of Skills and Concepts

Priority History Standard	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.		
Previous Grade	Current Grade	Next Grade	
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	7.2. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.	
Priority History Standard	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.		
Previous Grade	Current Grade	Next Grade	
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	7.2. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.	
Literacy Standard	RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide and accurate summary of the source distinct from prior knowledge or opinions.		
Previous Grade	Current Grade	Next Grade	
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide and accurate summary of the source distinct from prior knowledge or opinions.	2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	
Literacy Standard	WHST6-8.2 Write informative/explanatory texts, including the narrative of historical events, scientific procedures/experiments, or technical processes.		
Previous Grade	Current Grade	Next Grade	
2.0 Writing Applications Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.	WHST6-8.2 Write informative/explanatory texts, including the narrative of historical events, scientific procedures/experiments, or technical processes.	2.6 Write technical documents: a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.	

Essential Questions	Corresponding Big Ideas
<p>Thematic Question: How do the philosophical beliefs of China and early Greece shape education, government, and the daily lives of their citizens?</p> <p>6.4.6 What is significant about the similarities and differences between Athens and Sparta?</p> <p>6.6.2 What effect did China's geographic features have on the society?</p> <p>6.6.3-6.6.4 How did philosophers, such as Confucius, have an effect on cultural and political changes in China?</p> <p>6.6.5 How did Shi Haungdi unify China and become the first emperor?</p> <p>6.6.6 How did the Han Dynasty develop a stable Empire?</p>	<p>Philosophies influence how kids are educated, how governments function, and the rules people follow in their daily lives.</p> <p>6.4.6 Athenian and Spartan differences shaped daily life and warfare.</p> <p>6.6.2 China was isolated from goods and ideas by geographic features.</p> <p>6.6.3- 6.6.4 Chaos in China leads philosophers to address societal organization.</p> <p>6.6.5 Legalism and standardization helped Shi Haungdi unify Northern China.</p> <p>6.6.6 Legalism and Bureaucratic institutions stabilized China under the Han.</p>
Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
<p>Advancement, Determine, Analyze, Cite, Climatic, Collaborate, Culture, Describe, Elaborate, Evidence, Infer, Identify, Modification, Primary and Secondary sources, Environment, Factors, Validate, Interpret, Respond, Summarize, Synthesize, Technology</p>	<p>Zhou Dynasty, Mandate of Heaven, Feudalism, Philosophies, Confucianism, Daoism, Legalism, Civil Servant, Yin & Yang, Geography, Isolated Communities, Colonies, Trade, Settlement, Shelter, Colonist, Merchant, Sparta, Athens, Government, Economy, Education, Peloponnesus, Agora, Priestess, Cavalry, Allies, Golden Age, Greek Culture, Acropolis, Parthenon, Philosophers (Socrates, Plato & Aristotle)</p>
Resources for Vocabulary Development (Strategies, Routines and Activities)	
<p>Vocab Matrix, Related Words, Frayer Model</p>	
Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: Test consists of 3 selected response questions</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers.</p>	<p>Test Description: Test consists of 8 selected responses and 1 constructed response</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers.</p>
Scoring Guides and Answer Keys	

Assessment Differentiation**Students with Disabilities****Reference IEP****Accommodations**

- <http://www.alvordusdrcd.com/>

Modifications




- <http://www.alvordusdrcd.com/>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: As part of your job at the museum, you have formed a partnership with the TV game show Jeopardy. Students will be presenting and playing a created jeopardy game using a power point template on the philosophies of Confucianism, Daoism, Legalism, and the philosophies of the Greek City States, Athens and Sparta.		Days: Minutes/Day:
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Graphic Organizer	Students will complete a graphic organizer in which they will interpret words and phrases from the unit vocabulary and collaboratively generate related terms and ideas. As an option, students may synthesize meaning, content, and concepts as an anticipatory set for the unit through Taboo.	Days: 2 Minutes/Day: 50
Task 2: Infomercial	Students will acquire knowledge about the three Chinese philosophies and produce a school infomercial based on one of them. They are to convince other students which philosophy would be best for their school to follow.	Days: 3-5 Minutes/Day: 50
Task 3: Four Square reading notes & H chart	Students will create 2 four square reading notes frames to gather information about each aspect of life in both Athens & Sparta. From this information, students will produce an H chart to compare/contrast one of the aspects of life in both city-states.	Days: 5-7 Minutes/Day: 50
Task 4: Create Jeopardy Game	Students will create a jeopardy game to demonstrate their knowledge of the Chinese and Greek philosophies.	Days: 5-7 Minutes/Day: 50
Interdisciplinary Connections	Language Arts, Technology, Art	
Scoring Rubric	HSS-6 Grading Rubric.pptx	
21 st Century Skills		
<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy		<input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____
Connections between 21 st Century Skills, CCCSS, and Unit Overview:		
<ul style="list-style-type: none"> - Computer Resources, Technology, Tier 2 Vocabulary 		
<i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i>		



Authentic Performance Task 1

Task Description	Students will complete a graphic organizer in which they will interpret words and phrases from the unit vocabulary and collaboratively generate related terms and ideas. As an option, students may synthesize meaning, content, and concepts as an anticipatory set for the unit through a game of Taboo.	Suggested Length	Days: 2-3 Minutes/Day: 50 min
Standards Addressed	Priority Standard(s)		
	<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop's Fables</i>.</p> <p>6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</p> <p>3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</p> <p>5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.</p> <p>6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p>		
	Supporting Standard(s)		
<p>6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p>6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.</p> <p>6.4.7 Trace the rise of Alexander the Great and the Spread of Greek culture eastward and into Egypt.</p> <p>6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p> <p>6.6.7 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.</p> <p>6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty.</p>			

Target ELD Standard(s)		
<p>Collaborative: WH.6 #2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).</p> <p>Interpretive: RH.4 #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive WH.5 #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>		
Essential Question(s)	What effect did China's geographic features have on the society?	
Big Idea(s)	China was isolated from goods and ideas by geographic features.	
Bloom's	DOK	Scoring Rubric
Remember	2	HSS-6 Grading Rubric.pptx
Teaching and Learning Sequence	<p>(Suggested Instructional Strategies and Tasks)</p> <ol style="list-style-type: none"> 1. Students will be introduced to unit vocabulary through primary and secondary sources. 2. Students will define the meanings associated with the terms, using a graphic organizer. 3. Students will then collaboratively generate related words and phrases as they are used in the sources. 4. Students will demonstrate their knowledge of the content vocabulary through the production of sentences. 5. Students will wrap up this task with the addition of a visual for each of the terms. <p style="text-align: center;">Optional: Students can participate in a game of Taboo</p> <p style="text-align: center;">** Embed specific vocabulary in the tasks when applicable.</p> <p>Suggested Vocabulary list: <u>Task 1-2 related:</u> Zhou Dynasty, Mandate of Heaven, Feudalism, Philosophies, Confucianism, Daoism, Legalism, Civil Servant, Yin & Yang, <u>Task 1&3 related:</u> Geography, Isolated Communities, Colonies, Trade, Settlement, Shelter, Colonist, Merchant, Sparta, Athens, Government, Economy, Education, Peloponnesus, Agora, Priestess, Cavalry, Allies, Golden Age, Greek Culture, Acropolis, Parthenon, Philosophers (Socrates, Plato & Aristotle)</p>	

Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <ol style="list-style-type: none"> 1. History Alive! The Ancient World (text) 2. Vocabulary graphic organizers 3. Taboo game <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Taboo vocabulary development.doc </div> <div style="text-align: center;">  Frayer model generic.docx </div> <div style="text-align: center;">  OwntheWord.doc </div> </div>
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Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<ul style="list-style-type: none"> - Clean Version of vocab matrix - -role models - -pair share - -whole class discussion 	<p>Reference IEP <i>Accommodations</i></p> <ul style="list-style-type: none"> - Supplemental aids (vocabulary, visual cues) - Role models - Preferential seating - Repetition of vocabulary - Simplified directions <div style="text-align: center;">  BlankKnowledgeRatingScale.doc </div> <p><i>Modifications</i></p> <ul style="list-style-type: none"> - modified rubric 	<p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> - -Vocab matrix w/much scaffolding - role models - Spanish translation of vocabulary - -visual cues - Bilingual or picture dictionary 	<p>Interpretive Dance</p>
		<p style="text-align: center;">Expanding</p> <ul style="list-style-type: none"> - role models - -Vocab matrix w/some scaffolding - -learning pairs - -Bilingual or picture dictionary - -Simplified academic language 	
		<p style="text-align: center;">Bridging</p> <ul style="list-style-type: none"> - Vocab matrix w/little scaffolding - role models <div style="text-align: center;">  SWATDirections.doc </div>	

Scoring Rubric	HSS-6 Grading Rubric.pptx
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Authentic Performance Task 2

Task Description	Students will acquire knowledge about the three Chinese philosophies and produce an infomercial based on one of them to convince other students which philosophy would be best for their school to follow.	Suggested Length	Days: 3-5 Minutes/Day: 50 min
Standards Addressed	Priority Standard(s)		
	<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop's Fables</i>.</p> <p>6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</p> <p>3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</p> <p>5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.</p> <p>6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p>		
	Supporting Standard(s)		
	<p>6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p>6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.</p> <p>6.4.7 Trace the rise of Alexander the Great and the Spread of Greek culture eastward and into Egypt.</p> <p>6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p> <p>6.6.7 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.</p> <p>6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty.</p>		

		Target ELD Standard(s)			
		<p>Collaborative: WH.6 #2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).</p> <p>Interpretive: RH.4 #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive WH.5 #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>			
Essential Question(s)		6.6.3-6.6.4 How did philosophers, such as Confucius, react to cultural and political problems in past Zhou China?			
Big Idea(s)		6.6.3- 6.6.4 Chaos in China leads philosophies to address societal organization.			
Bloom's		DOK		Scoring Rubric	
Remember		1		HSS-6 Grading Rubric.pptx	
Teaching and Learning Sequence		(Suggested Instructional Strategies and Tasks)			
		<ol style="list-style-type: none"> As an Anticipatory Set, introduce students to the 3 Chinese philosophies using the Philosophies Scenarios ppt slides 1-5. Research primary and secondary sources & take notes on the three Chinese philosophies in three column note form (tri-folded paper). Refer back to the Philosophies Scenarios ppt and complete slides 6-8, which includes a reflection paragraph. In groups of 4, students will be assigned a philosophy to guide their school. Using their research, students will then create an infomercial/advertisement for a school following their assigned philosophy in order to convince other students that their school's philosophy would be best. <p>**Optional: Infomercials can be presented to and voted on by other classes.</p>			
Resources and Materials		(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)			
		<ol style="list-style-type: none"> History Alive! The Ancient World (text) Suggested pages 205-231 Philosophies Scenarios ppt (Resources folder: task 2) Primary/Secondary (Resources folder: task 2) Infomercial Guide (Resources folder: task 2) <p> Philosophy Scenarios ppt.pptx</p>			

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>-fill in notes in tri-fold</p>	<p>Reference IEP</p> <ul style="list-style-type: none"> -partner work -provide focus questions to answer into tri-fold 	<p>Emerging</p> <ul style="list-style-type: none"> -whole group -direct instruction with note-taking 	<ul style="list-style-type: none"> -develop focus questions -create a large poster board tri-fold on philosophies with partner
	<p><i>Accommodations</i></p> <ul style="list-style-type: none"> -whole group note-taking -predetermined focus questions -partner read for answer -pair share ideas 	<p>Expanding</p> <ul style="list-style-type: none"> --create visual that represents each philosophy -write caption describing each visual 	
	<p>-write down notes shared verbally on tri-fold</p> <p><i>Modifications</i></p> <p>-give one take one: have students get out of their seats and give a note from their tri-fold while they take one from another student.</p>	<p>Bridging</p> <ul style="list-style-type: none"> -preferential seating -pair share main ideas in each paragraph before taking notes 	
<p>Scoring Rubric</p>	<p>HSS-6 Grading Rubric.pptx</p>		

Authentic Performance Task 3

Task Description	Students will create 2 four square reading notes frames to gather information about each aspect of life in both Athens & Sparta. From this information, students will produce an H-chart to compare/contrast one of the aspects of life in both city-states.	Suggested Length	Days: 5-7 Mins/Day: 50 min
Standards Addressed	Priority Standard(s)		
	<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop's Fables</i>.</p> <p>6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</p> <p>3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</p> <p>5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.</p> <p>6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p>		
	Supporting Standard(s)		
	<p>6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p>6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.</p> <p>6.4.7 Trace the rise of Alexander the Great and the Spread of Greek culture eastward and into Egypt.</p> <p>6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p> <p>6.6.7 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty ad Roman Empire and their locations.</p> <p>6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynast</p>		

Target ELD Standard(s)		
<p>Collaborative: WH.6 #2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).</p> <p>Interpretive: RH.4 #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive WH.5 #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>		
Essential Question(s)	What is significant about the similarities and the differences between Athens and Sparta?	
Big Idea(s)	Athenian and Spartan differences shaped daily life and warfare.	
Bloom's	DOK	Scoring Rubric
Analyze	2	HSS-6 Grading Rubric.pptx

(Suggested Instructional Strategies and Tasks)**Teaching and Learning Sequence**

1. Students will read the text and various resources to gather information about Athens' and Sparta's way of life in the areas of:
 - Government
 - Economy
 - Education
 - Treatment of Women & Slaves
2. They will organize this information into two 4-square reading notes frames (1 for Athens & 1 for Sparta). This can be done in groups of four, assigning a specific way of life to each member of the group. That one member will be responsible for completing his or her assigned way of life to become an expert.
3. Students will then pair up with an expert from another group with the same assigned way of life. Together they will produce an H-chart to compare/contrast the information they have on both city-states. Optional: Venn Diagram
4. Next, students will return to their original group to share out their findings to the group, who will, in turn, add the newly acquired information to their 4 square reading notes frame.
5. Finally, according to their assigned way of life (government, economy, education, and treatment of Women & Slaves) students are grouped together. Then they are divided in 1/2 ($\frac{1}{2}$ Athenians & $\frac{1}{2}$ Spartans) in order to conduct a "mini" thrash out/debate on which city-state's way of life was better. The remaining students will observe and score the stronger justification by awarding tally marks on a self-created T-chart score sheet.
6. Continue with a mini thrash out for the other groups.

Example of mini thrash out/debate:

1. All of the assigned government students are grouped together (10 students).
2. Then they are divided in $\frac{1}{2}$ forming a Spartan group & an Athenian group (5 Spartans/5 Athenians)
3. Students will then defend why the government in Athens was better than the government in Sparta and vice versa. The remaining students observe and score the stronger justification by awarding tally marks on their score sheets.
4. The economy group will go next, then education, etc.

****Optional: Whole class-- "Where would you prefer to live?" Thrash Out/Debate**

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

1. **History Alive! The Ancient World (text) Suggested pages 259-277**
2. **Sparta Video (Resource folder: task 3)**
3. **4 square reading notes page & H-Chart (Resource folder: Task 3)**



4 Square Reading
Notes Frame and H-C

Strategies for Differentiation

<p>-fill in H Chart together</p>	<p>Reference IEP <i>Accommodations</i></p> <ul style="list-style-type: none"> -Predetermined debate questions -with partner find answers before debate -Tally mark if answered correct during the debate <p><i>Modifications</i></p> <ul style="list-style-type: none"> -scaffolding -model debate -sentence frames -think out loud -Venn Diagram 	<p>Emerging</p> <ul style="list-style-type: none"> -use STUW to highlight main points for note taking -bubble map for comparing 	<ul style="list-style-type: none"> -develop debate questions -Athens develops questions to ask to Sparta group -Sparta develops questions to ask to Athens group
		<p>Expanding</p> <ul style="list-style-type: none"> -direct instruction -teacher models taking notes with one paragraph -students work with partners and take notes with partner -student reads and takes notes independently -collaborate note -share notes out loud with whole class 	
		<p>Bridging</p> <ul style="list-style-type: none"> -think out loud 	

Scoring Rubric

HSS-6 Grading Rubric.pptx

Authentic Performance Task 4

Task Description	Students will create a jeopardy game to demonstrate their knowledge of the Chinese and Greek philosophies.	Suggested Length	Days: 5-7 Minutes/Day: 50 min
Standards Addressed	Priority Standard(s)		
	<p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop's Fables</i>.</p> <p>6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.</p> <p>3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.</p> <p>5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.</p> <p>6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p>		
	Supporting Standard(s)		
	<p>6.4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p>6.4.3 State the key differences between Athenian, or direct, democracy and representative democracy.</p> <p>6.4.7 Trace the rise of Alexander the Great and the Spread of Greek culture eastward and into Egypt.</p> <p>6.6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p> <p>6.6.7 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty ad Roman Empire and their locations.</p> <p>6.6.8 Describe the diffusion of Buddhism northward to China during the Han Dynasty.</p>		

		Target ELD Standard(s)	
		<p>Collaborative: WH.6 #2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).</p> <p>Interpretive: RH.4 #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive WH.5 #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>	
Essential Question(s)		How do the philosophical beliefs of China and early Greece shape education, government, and the daily lives of their citizens?	
Big Idea(s)		Philosophies influence how kids are educated, how governments function, and the rules people follow in their daily lives.	
Bloom's		DOK	Scoring Rubric
Remember & Understand		2	HSS-6 Grading Rubric.pptx
Teaching and Learning Sequence		<p align="center">(Suggested Instructional Strategies and Tasks)</p> <p>Students will create a jeopardy game using the information about philosophies that they have learned in this unit.</p> <ul style="list-style-type: none"> • If students have access to computers, this activity can be accomplished by following the power point directions in the Jeopardy Game Template ppt below. • If students <u>do not</u> have access to computers, this activity can be done by following the paper directions in the following link: <p>➤ http://www.ehow.com/how_4507222_make-jeopardy-game-poster-board.html</p>	
Resources and Materials		<p align="center">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <ol style="list-style-type: none"> 1. History Alive! The Ancient World (text) 2. Jeopardy Game Template ppt (Resource folder: task 4) 3. http://www.ehow.com/how_4507222_make-jeopardy-game-poster-board.html 	

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
-Group-created Jeopardy Game	<p>Reference IEP</p> <p><i>Accommodations</i></p> <ul style="list-style-type: none"> -class generated poster <p><i>Modifications</i></p> <ul style="list-style-type: none"> -Allow think time -predetermined questions to help create poster 	<p>Emerging</p> <ul style="list-style-type: none"> -Class created Jeopardy game with sentences frames 	Self-created Jeopardy Game
		<p>Expanding</p> <ul style="list-style-type: none"> -Group created game with sentence frames 	
		<p>Bridging</p> <ul style="list-style-type: none"> -Partner created game with sentence frames -create visual for each question 	
<p>Scoring Rubric</p>	<p>HSS-6 Grading Rubric.pptx</p>		

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)			
Description: As part of your job at the museum, you have formed a partnership with the TV game show Jeopardy. Students will be presenting and playing a created jeopardy game using a power point template on the philosophies of Confucianism, Daoism, Legalism, and the philosophies of the Greek City States, Athens and Sparta.			
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
-play jeopardy	<p>Reference IEP</p> <p><i>Accommodations</i></p> <ul style="list-style-type: none"> -play whole class -model -think out loud <p><i>Modifications</i></p> <ul style="list-style-type: none"> -preferential seating -group share answers -allow think share 	<p>Emerging</p> <ul style="list-style-type: none"> -play with partner <hr/> <p>Expanding</p> <ul style="list-style-type: none"> -play with a group of 4 <hr/> <p>Bridging</p> <ul style="list-style-type: none"> -play as a whole class 	<ul style="list-style-type: none"> -rotate individual games created by students -students play with groups of 2 to 4
Feedback to Curriculum Team			
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?			
Successes		Challenges	
Student Perspective			
Teacher Perspective			