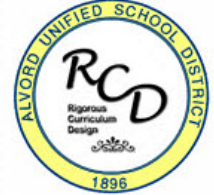




# Rigorous Curriculum Design

## Unit Planning Organizer



|                      |   |                   |                               |   |
|----------------------|---|-------------------|-------------------------------|---|
| <b>Subject:</b>      | History   |                   | <b>Grade:</b>                 | 6 |
| <b>Unit Number:</b>  | 5   | <b>Unit Name:</b> | Governments (Greece and Rome) |   |
| <b>Unit Length</b>   | <b>Days: 40</b>   |                   | <b>Minutes per day: 50</b>    |   |
| <b>Unit Synopsis</b> | <p>Students will focus on the development and implementation of various government systems</p> <p>~Trace the development of governments</p> <p>~Structure of various government systems</p> <p>~Strengths and Weaknesses analysis</p> |                   |                               |   |

|                    | Current History Standards  | Common Core Literacy Standards   |
|--------------------|--|--|
| Priority Standards | <p><b>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</b></p> <p>2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).</p>  | <p><b>WHST.6-8.1</b> Write arguments focused on discipline-specific content.</p> |
|                    | <p><b>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</b></p> <p>2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).</p> <p>4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</p> <p>6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).</p> |  |

|                             | Current History Standards   | Common Core Literacy Standards   |
|-----------------------------|---|--|
| <b>Supporting Standards</b> | <p><b>6.7.1</b> Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar and Cicero.</p> <p><b>6.7.3</b> Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire fostered economic growth through the use of currency and trade routes.</p> <p><b>6.7.5</b> Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans including the Romans' restrictions on their right to live in Jerusalem.</p> <p><b>6.7.7</b> Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.</p> <p><b>6.7.8</b> Describe the legacies of Roman art and architecture, technology and science, literature, language, and law.</p>                | <p><b>RH6-8.5</b> Describe how a text presents information.</p> <p><b>WHST 6-8.10</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> |
| <b>Target ELD Standards</b> | <p><b>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.</b></p> <p><b>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</b></p> <p><b>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.</b></p> |  |

## Unwrapped Priority Standards

| “Unwrapped” Skills<br>(Students need to be able to do) | “Unwrapped” Concepts<br>(Students need to know)  | Bloom’s Taxonomy<br>(Level of Cognitive Rigor ) | Depth of Knowledge<br>(Target for Unit Mastery) |
|--|--|---|---|
| 6.4<br>Analyze   | the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.  | Apply   | 2<br>Recall and reproduce                       |
| 6.4.2<br>Trace   | the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).   | Understand                                      | 2<br>Strategic thinking                         |
| 6.7<br>Analyze   | the geographic, political, economic, religious, and social structures during the development of Rome.  | Analyze   | 2<br>Recall and reproduce                       |
| 6.7.2<br>Describe                                      | the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).   | Understand                                      | 1<br>Recall and Reproduce                       |
| 6.7.4<br>Discuss                                       | the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.  | Analyze   | 3<br>Strategic thinking                         |
| 6.7.6<br>Note  | the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation). | Remember  | 1<br>Recall and reproduce                       |

Learning Progressions of Skills and Concepts

|   |  |  |
|---|--|--|
| <b>Priority History Standard</b>  | <b>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece</b> |  |
| <b>Previous Grade</b>   | <b>Current Grade</b>   | <b>Next Grade</b>  |
| <b>3.1</b> Students describe the physical and human geography and use maps, tables, graphs, photographs and charts to organize information about people, places, and environments in a spatial context.   | 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.       | <b>10.1</b> Students relate the moral and ethical principles in ancient Greek philosophy, in Judaism, and in Christianity to the development of Western political thought.                                 |
| <b>Priority History Standard</b>  | <b>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</b>              |  |
| <b>Previous Grade</b>   | <b>Current Grade</b>   | <b>Next Grade</b>  |
| <b>3.1</b> Students describe the physical and human geography and use maps, tables, graphs, photographs and charts to organize information about people, places, and environments in a spatial context.   | 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.       | <b>10.1</b> Students relate the moral and ethical principles in ancient Greek philosophy, in Judaism, and in Christianity to the development of Western political thought.                                 |
| <b>Literacy Standard</b>  | <b>WHST.6-8.1 Write arguments focused on discipline-specific content.</b>  |  |
| <b>Previous Grade</b>   | <b>Current Grade</b>   | <b>Next Grade</b>  |
| 1.a Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. | <b>WHST.6-8.1 Write arguments focused on discipline-specific content.</b>  | 1.a Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. |
| <b>Essential Questions</b>  |  | <b>Corresponding Big Ideas</b>   |
| <b>Thematic Question: What were the benefits and weaknesses of the forms of government that developed in Greece and Rome?</b>   |  | <b>Differences in who made decisions, how those decisions were made, and structure of the government lead to differing benefits and weaknesses.</b>  |
| 6.4.2 How did Greek ideas about government and citizenship form?  |  | 6.4.2 Greeks experimented with various forms of governments and ideas of citizenship   |
| 6.4.4 How did Greek mythology affect Greek and modern culture?  |  | 6.4.4 Greek mythology shaped and explained Greeks daily life and influenced literature today.  |
| 6.7.2 What aspects of Roman government influence governments today?   |  | 6.7.2 Rome's constitutions, tripartite government, and checks/balances influenced our governments today.   |
| 6.7.4 How did Rome transition from a republic to an empire?   |  | 6.7.4 Caesar and Augustus took advantage of popularity and civil war.  |
| 6.7.6 How did Christianity develop and spread?  |  | 6.7.6 The teaching of Jesus and Paul were collected in the new testament and help spread Christianity.   |

| Unit Vocabulary Words   |  |
|---|--|
| Academic Cross-Curricular Vocabulary (Tier 2)   | Content/Domain Specific Vocabulary (Tier 3)  |
| Analyze, Cite, Collaborate, Culture, Describe, Determine, Elaborate, Evidence, Infer, Identify, Modification, Moral, Primary and secondary sources, validate ,Interpret, religion, respond, summarize, synthesize, geography, shelter, trade, settlement, government, education, economy, citizen, assembly, appoint, contribution, Etruscans, legacy | <p><b><u>Greece Vocabulary</u></b><br/>Greece, isolated communities, colony, colonist, merchant, monarchy, monarch, oligarchy, oligarch, tyranny, tyrant, democracy, city-state, monarch, aristocrat, Peloponnesus, agora, assembly, priestess, golden age, Greek culture, acropolis, Parthenon, myth, Alexander the Great, ally</p> <p><b><u>Roman Vocabulary</u></b><br/>Rome, myth, Latin, Palatine, republic, patricians, plebeians, senate, consul, veto, tribute, empire, expansion, civil war, Punic War</p> <p><b><u>Christianity Vocabulary</u></b><br/>Christianity, Jesus Christ, prefect, Messiah, gospel, baptize, disciple, parable, blasphemy, missionary</p> |
| Resources for Vocabulary Development (Strategies, Routines and Activities)  |  |
| Vocab Matrix, Related Words, Frayer Model   |  |
| Unit Assessments  |  |
| Pre-Assessment  | Post-Assessment  |
| Test Description: Test consists of 3 selected response questions<br><br>Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the most current EADMS CFA ID numbers.  | <b>Test Description:</b> Test consists of 7 selected response questions and 1 constructed response question<br><br>Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the most current EADMS CFA ID numbers.  |
| Scoring Guides and Answer Keys  |  |
| EADMS Answer Key ID: 212394   | EADMS Answer Key ID: 212399  |
| Assessment Differentiation  |  |
| <b>Students with Disabilities</b>   | <p><b>Reference IEP Accommodations</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></li> </ul>   |
|   | <p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></li> </ul>  |

| Engaging Scenario Overview<br>(Situation, challenge, role, audience, product or performance)   |  |   |
|--|--|---|
| Description: The United Nations committee has decided to induct a new country into their esteemed assemblage. Your country has accepted the challenge; however, there is specific criterion that needs to be met. In order for your country to be eligible, you must follow their strict guidelines.   |  | Days:<br><br>Minutes/Day:   |
| Engaging Learning Experiences<br>Synopsis of Authentic Performance Tasks   |  |   |
| Authentic Performance Tasks  | Description  | Suggested Length of Time  |
| Task 1:  | 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 Vocabutoons. | Days: 1-2<br><br>Minutes/Day: 50  |
| Task 2:  | Students will create a political cartoon booklet focusing on all forms of government that ancient Greece followed.   | Days: 5-7<br><br>Minutes/Day: 50  |
| Task 3:  | Students will examine various documents that reinforce the doctrines of Christianity, and compose one of the following: a paragraph, essay outline, guided essay, or a 5 paragraph essay.  | Days: 10-14<br><br>Minutes/Day: 50  |
| Task 4:  | Students will work as a group to create a country & appeal to their peers on being recognized as possible candidates for the United Nations Assembly.  | Days: 7-9<br><br>Minutes/Day: 50  |
| Interdisciplinary Connections  | Language Arts, Technology, Art   |   |
| Scoring Rubric   |  |   |
| 21 <sup>st</sup> Century Skills  |  |   |
| <input type="checkbox"/> Creativity and Innovation<br><input type="checkbox"/> Critical Thinking and Problem Solving<br><input type="checkbox"/> Communication and Collaboration<br><input type="checkbox"/> Flexibility and Adaptability<br><input type="checkbox"/> Globally and Financially Literate<br><input type="checkbox"/> Information and Media Literacy |  | <input type="checkbox"/> Initiative and Self-Direction<br><input type="checkbox"/> Social and Cross-Cultural Skills<br><input type="checkbox"/> Productivity and Accountability<br><input type="checkbox"/> Leadership and Responsibility<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ |
| <b>Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:</b><br><b>Computer Resources, Technology, Tier 2 Vocabulary</b>   |  |   |
| <i>from P21 and Costa &amp; Kallick, 2008, <a href="http://www.p21.org/about-us/p21-framework">http://www.p21.org/about-us/p21-framework</a></i>   |  |   |



## Authentic Performance Task 1

|  |  |                         |                                     |
|--|--|-------------------------|-------------------------------------|
| <b>Task Description</b>  | 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 vocabutoons.   | <b>Suggested Length</b> | Days: 2-3<br>Minutes/Day:<br>50 min |
| <b>Standards Addressed</b>   | <b>Priority Standard(s)</b>  |                         |                                     |
|  | <p><b>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</b></p> <p>2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).</p> <p><b>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</b></p> <p>2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).</p> <p>4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</p> <p>6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).</p> |                         |                                     |
|  | <b>Supporting Standard(s)</b>  |                         |                                     |
| <p><b>6.7.1</b> Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar and Cicero.</p> <p><b>6.7.3</b> Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire fostered economic growth through the use of currency and trade routes.</p> <p><b>6.7.5</b> Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans including the Romans' restrictions on their right to live in Jerusalem.</p> <p><b>6.7.7</b> Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.</p> <p><b>6.7.8</b> Describe the legacies of Roman art and architecture, technology and science, literature, language, and law.</p> |  |                         |                                     |

| Target ELD Standard(s)  |  |                           |
|---|--|---------------------------|
| <p><b>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.</b></p> <p><b>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</b></p> <p><b>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.</b></p> |  |                           |
| <b>Essential Question(s)</b>  | How did Greek ideas about government and citizenship form?   |                           |
| <b>Big Idea(s)</b>  | Greeks experimented with various forms of governments and ideas of citizenship   |                           |
| <b>Bloom's</b>  | <b>DOK</b>   | <b>Scoring Rubric</b>     |
| Describe  | 1  | HSS-6 Grading Rubric.pptx |
| <b>Teaching and Learning Sequence</b>   | <b>(Suggested Instructional Strategies and Tasks)</b>  |                           |
|   | <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Students will be introduced to unit vocabulary through primary and secondary sources.</li> <li>2. Students will define the meanings associated with the terms, using a graphic organizer.</li> <li>3. Students will then collaboratively generate related words and phrases as they are used in the sources.</li> <li>4. Students will demonstrate their knowledge of the content vocabulary through the production of sentences.</li> <li>5. Students will wrap up this task with the addition of a visual for each of the terms.</li> </ol> <p><b>Optional: Students can participate in creating vocabutoons.</b></p> <p style="text-align: center;"><b>** Embed specific vocabulary in the tasks when applicable.</b></p> <p><b>Suggested Vocabulary list: <u>Task 1-2 related:</u> city-states, monarchy, monarch, oligarchy, oligarch, tyranny, tyrant, democracy, aristocrat, citizen, assembly, government, <u>Task 1&amp;3 related:</u> Christianity, Jesus Christ, prefect, Messiah, gospel, baptize, disciple, parable, blasphemy, missionary</b></p> |                           |



|                                |  |
|--------------------------------|--|
| <b>Resources and Materials</b> | <p><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <ol style="list-style-type: none"> <li>1. <b>History Alive! The Ancient World (text)</b></li> <li>2. <b>Vocabulary graphic organizers</b></li> <li>3. <b>Vocabutoons</b></li> </ol> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>vocab graphic organizers.docx</p> </div> <div style="text-align: center;">  <p>Vocabutoons.pdf</p> </div> </div> |
|--------------------------------|--|



| <b>Strategies for Differentiation</b>   |   |  |   |
|---|---|--|---|
| <b>All Students</b>   | <b>SWD</b>  | <b>Els</b>   | <b>Enrichment</b>   |
| <ul style="list-style-type: none"> <li>- Clean Version of vocab matrix</li> <li>- -role models</li> <li>- -pair share</li> <li>- -whole class discussion</li> </ul> | <p><b>Reference IEP</b><br/><i>Accommodations</i></p> <ul style="list-style-type: none"> <li>- Supplemental aids (vocabulary, visual cues)</li> <li>- Role models</li> <li>- Preferential seating</li> <li>- Repetition of vocabulary</li> <li>- Simplified directions</li> </ul> <div style="text-align: center; margin-top: 20px;">  <p>BlankKnowledgeRatingScale.doc</p> </div> <p><i>Modifications</i><br/>modified rubric</p> | <p style="text-align: center;">Emerging</p> <ul style="list-style-type: none"> <li>- Vocab matrix w/much scaffolding</li> <li>- role models</li> <li>- Spanish translation of vocabulary</li> <li>- -visual cues</li> <li>- Bilingual or picture dictionary</li> </ul> <hr/> <p style="text-align: center;">Expanding</p> <ul style="list-style-type: none"> <li>- role models</li> <li>- -Vocab matrix w/some scaffolding</li> <li>- -learning pairs</li> <li>- -Bilingual or picture dictionary</li> <li>-Simplified academic language</li> </ul> <hr/> <p style="text-align: center;">Bridging</p> <ul style="list-style-type: none"> <li>- Vocab matrix w/little scaffolding</li> <li>- role models</li> </ul> <div style="text-align: center; margin-top: 20px;">  <p>SWATDirections.doc</p> </div> | <ul style="list-style-type: none"> <li>-Create their very own game of charades</li> <li>-create a board game where they advance if they can define the meaning of the word</li> </ul> |

|                       |                           |
|-----------------------|---------------------------|
| <b>Scoring Rubric</b> | HSS-6 Grading Rubric.pptx |
|-----------------------|---------------------------|

## Authentic Performance Task 2

| Task Description           | Students will create a political cartoon booklet focusing on all forms of government that ancient Greece followed.  | Suggested Length | <b>Days: 5-7</b><br>Minutes/Day: |
|----------------------------|---|------------------|----------------------------------|
| <b>Standards Addressed</b> | <b>Priority Standard(s)</b>   |                  |                                  |
|                            | <p><b>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</b></p> <p>2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).</p> <p><b>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</b></p> <p>2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).</p> <p>4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</p>  |                  |                                  |
|                            | <b>Supporting Standard(s)</b>   |                  |                                  |
|                            | <p><b>6.7.1</b> Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar and Cicero.</p> <p><b>6.7.3</b> Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire fostered economic growth through the use of currency and trade routes.</p>   |                  |                                  |
|                            | <b>Target ELD Standard(s)</b>   |                  |                                  |
|                            | <p><b>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.</b></p> <p><b>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</b></p> <p><b>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.</b></p> |                  |                                  |

|                                       |   |                           |
|---------------------------------------|---|---------------------------|
| <b>Essential Question(s)</b>          | How did Greek ideas about government and citizenship form?<br>How did Rome transition from a republic to an empire?<br>What aspects of Roman government influence governments today?  |                           |
| <b>Big Idea(s)</b>                    | Greeks experimented with various forms of governments and ideas of citizenship<br>Caesar and Augustus took advantage of popularity and civil war.<br>Rome's constitutions, tripartite government, and checks/balances influenced our governments today.   |                           |
| <b>Bloom's</b>                        | <b>DOK</b>  | <b>Scoring Rubric</b>     |
| <b>Analyze</b>                        | <b>3</b>  | HSS-6 Grading Rubric.pptx |
| <b>Teaching and Learning Sequence</b> | <b>(Suggested Instructional Strategies and Tasks)</b>   |                           |
|                                       | <p><b>Steps in creating a political cartoon booklet:</b></p> <ol style="list-style-type: none"> <li><b>1. Introduce students to different forms of government through Types of Government Activity.</b></li> <li><b>2. Students will be grouped by 4s.</b></li> <li><b>3. Within the group students will be assigned one of the 4 forms of government (Monarchy, Oligarchy, Tyranny, and Democracy) to complete this task.</b></li> <li><b>4. Next, students will collaboratively create 1 scenario (refer to example) to demonstrate knowledge of the government characteristics. All students will be using the same scenario, but creating it in a different way according to their assigned form of government.</b></li> <li><b>5. Then, students will draw related pictures that connect the scenario to their individual images.</b></li> <li><b>6. After that, captions will be added to explain what is happening in their scenario.</b></li> <li><b>7. Last, students meet with group members to compile all political cartoons into a booklet that includes a cover page with a title/illustration and authors.</b></li> </ol> <p><b>Optional: Student groups will present to the rest of the class. Then booklets can be displayed around the room, where students may then participate in a Gallery Walk to appreciate their classmates' political cartoons.</b></p> <p><b>**Have students post positive comments along the way. (Facebook style)</b></p> |                           |

|                                |   |
|--------------------------------|---|
| <b>Resources and Materials</b> | <p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p><b>1. History Alive! The Ancient World (text) suggested pages 253-257</b><br/> <b>2. Political Cartoon Examples (Resource Folder: Task 2)</b><br/> <b>3. Political Cartoon Template (Resource Folder: Task 2)</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <br/>             political cartoon examples.pptx         </div> <div style="text-align: center;"> <br/>             Political Cartoon Templates.pptx         </div> </div> |
|--------------------------------|---|

**Strategies for Differentiation**

| All Students   | SWD   | Els   | Enrichment  |
|--|---|---|---|
| -use scenario on music from task introduction<br>-provide new scenario<br>-example<br>Color of toga is chosen based on government form | Reference IEP<br><i>Accommodations</i><br>-model political cartoon<br>-create sentence frames | Emerging<br>-create captions and have students create pictures                                | -Political cartoon may contain satire to add humor. |
|  | <i>Modifications</i><br>-sentence frames<br>-provide visuals for students to create captions  | Expanding<br>-provide picture and have students include caption                               |   |
|  |   | Bridging<br>-student include both picture and caption with partner<br>-provide sentence frame |   |

|                       |                           |
|-----------------------|---------------------------|
| <b>Scoring Rubric</b> | HSS-6 Grading Rubric.pptx |
|-----------------------|---------------------------|

## Authentic Performance Task 3

|  |  |                         |                                     |
|--|--|-------------------------|-------------------------------------|
| <b>Task Description</b>  | <b>Students will examine various documents that reinforce the doctrines of Christianity, and compose one of the following: a paragraph, essay outline, guided essay, or a 5 paragraph essay.</b>   | <b>Suggested Length</b> | <b>Days: 10-14<br/>Mins/Day: 50</b> |
| <b>Standards Addressed</b>   | <b>Priority Standard(s)</b>  |                         |                                     |
|  | <p><b>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</b></p> <p>6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).</p> |                         |                                     |
|  | <b>Supporting Standard(s)</b>  |                         |                                     |
|  | <p><b>6.7.5</b> Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans including the Romans' restrictions on their right to live in Jerusalem.</p> <p><b>6.7.7</b> Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.</p>   |                         |                                     |
|  | <b>Target ELD Standard(s)</b>  |                         |                                     |
| <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> |  |                         |                                     |

|  |   |   |   |
|--|---|---|---|
| <b>Essential Question(s)</b>   | How did Christianity develop and spread?  |   |   |
| <b>Big Idea(s)</b>   | The teaching of Jesus and Paul were collected in the New Testament and help spread Christianity.  |   |   |
| <b>Bloom's</b>   | <b>DOK</b>  | <b>Scoring Rubric</b>   |   |
| Remember   | 1   | HSS-6 Grading Rubric.pptx   |   |
| <b>Teaching and Learning Sequence</b>  | <b>(Suggested Instructional Strategies and Tasks)</b><br><br><b>DBQ Activity (pg. 341 in DBQ binder)</b><br><br><b>Why Did Christianity Take Hold in the Ancient World?</b><br><br><b>Steps:</b> <ol style="list-style-type: none"> <li>1. Intro to topic</li> <li>2. Hook Exercise</li> <li>3. Background Essay and questions</li> <li>4. Understanding Question (Optional: Bucketing exercise)</li> <li>5. Annotate/Analyze Doc A-G</li> <li>6. Writing Options: <ul style="list-style-type: none"> <li>~ Paragraph (Step up to Writing Format)</li> <li>~ Essay outline (pg 367)</li> <li>~ Guided essay (Teacher's Toolkit pg 49)</li> <li>~ 5 paragraph Essay</li> </ul> </li> </ol> |   |   |
|  | <b>Resources and Materials</b>  |   |   |
| <b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b><br><br><b>1. History Alive! The Ancient World (text) Suggested pages 347-359</b><br><b>2. DBQ Project Binder: Mini-Qs in World History Vol 1</b> |   |   |   |
| <b>Strategies for Differentiation</b>  |   |   |   |
| -annotate documents<br>-use guided essay template  | <b>Reference IEP</b><br><i>Accommodations</i><br>-preferential seating<br>-visuals<br><br><i>Modifications</i>  | Emerging<br>-create pictures as annotation<br><br>-decrease amount of documents | -students write a five paragraph informative essay<br><br>-create power point consisting of the DBQ "What would life be like today" |



|  |   |  |                                     |
|--|---|--|-------------------------------------|
|  | -decrease amount of documents from DBQ<br><br>-predetermine documents students will be more successful with | -predetermine documents students will be more successful with  | without the spread of Christianity. |
|  |   | Expanding<br>-read document whole class<br><br>-determine main idea of each paragraph<br><br>-work in partners<br><br>-use guided essay template |                                     |
|  |   | Bridging<br>-annotate document using direct instruction I, We, and You do  |                                     |

|                       |                           |
|-----------------------|---------------------------|
| <b>Scoring Rubric</b> | HSS-6 Grading Rubric.pptx |
|-----------------------|---------------------------|

## Authentic Performance Task 4

|                            |  |                         |   |
|----------------------------|--|-------------------------|---|
| <b>Task Description</b>    | Students will work as a group to create a new country and present to the United Nations Committee (their peers) on being recognized as possible candidates for the United Nations Assembly.  | <b>Suggested Length</b> | <b>Days: 7-9</b><br><b>Minutes/Day:50</b> |
| <b>Standards Addressed</b> | <b>Priority Standard(s)</b>  |                         |   |
|                            | <p><b>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</b></p> <p>2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).</p> <p><b>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</b></p> <p>2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).</p> <p>4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</p>   |                         |   |
|                            | <b>Supporting Standard(s)</b>  |                         |   |
|                            | <p><b>6.7.1</b> Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar and Cicero.</p> <p><b>6.7.3</b> Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire fostered economic growth through the use of currency and trade routes.</p>  |                         |   |
|                            | <b>Target ELD Standard(s)</b>  |                         |   |
|                            | <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> |                         |   |



|                                       |  |                           |
|---------------------------------------|--|---------------------------|
| <b>Essential Question(s)</b>          | What aspects of Roman government influence governments today?  |                           |
| <b>Big Idea(s)</b>                    | Rome's constitutions, tripartite government, and checks/balances influence our governments today.  |                           |
| <b>Bloom's</b>                        | <b>DOK</b>   | <b>Scoring Rubric</b>     |
| Analyze                               | 3  | HSS-6 Grading Rubric.pptx |
| <b>Teaching and Learning Sequence</b> | <b>(Suggested Instructional Strategies and Tasks)</b><br><br><b>Your group will create a new country and present to the United Nations Committee, who will in turn decide whether or not your country will be accepted as a new member. You will explain the characteristics of your government system, provide examples, and give arguments as to why your style of government is worthy of their time.</b><br><br><b>Steps from Engaging Scenario directions handout:</b><br><br><ol style="list-style-type: none"> <li>1. Read prompt</li> <li>2. Assign groups</li> <li>3. Research/answer questions</li> <li>4. Complete one of the suggested projects</li> <li>5. Present</li> <li>6. Identify strengths/weaknesses</li> <li>7. Vote for best candidate</li> </ol> |                           |
|                                       | <b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b><br><br><ol style="list-style-type: none"> <li>1. History Alive! The Ancient World (text) suggested pages 323-333</li> <li>2. Engaging Scenario Handout Directions</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <br/> Engaging Scenario Directions Handout.docx </div> <div style="text-align: center;"> <br/> Functions and powers of the Genera </div> </div>  |                           |
| <b>Resources and Materials</b>        |  |                           |

**Strategies for Differentiation**

| All Students                                   | SWD  | ELs  | Enrichment  |
|--|--|--|---|
| -follow specific directions<br>-monitor groups | <p><b>Reference IEP</b></p> <p><i>Accommodations</i></p> <ul style="list-style-type: none"> <li>-assigned seating</li> <li>-work in organized groups</li> <li>-assign specific government for each group</li> </ul> <p><i>Modifications</i></p> <ul style="list-style-type: none"> <li>-modify direction tasks</li> <li>-use visual representations</li> </ul> | <p>Emerging</p> <ul style="list-style-type: none"> <li>-whole class created country with teacher acting as UN</li> </ul> <hr/> <p>Expanding</p> <ul style="list-style-type: none"> <li>-sentence frames</li> <li>-model example of country</li> </ul> <hr/> <p>Bridging</p> <ul style="list-style-type: none"> <li>-assigned seating</li> <li>-work in organized groups</li> <li>-assign specific government for each group</li> </ul> | -each student creates his or her own country instead of in groups<br>-create a <a href="http://www.goanimate.com">www.goanimate.com</a> video |

**Scoring Rubric**

HSS-6 Grading Rubric.pptx



oral presentation  
rubric.docx

**Engaging Scenario**

Detailed Description (situation, challenge, role, audience, product or performance)

The United Nations committee has decided to induct a new country into their esteemed assemblage. Your country has accepted the challenge; however, there is specific criterion that needs to be met. In order for your country to be eligible, you must follow their strict guidelines and present these to them.

**Strategies for Differentiation**

| All Students  | SWD  | ELs   | Enrichment            |
|---|--|---|-----------------------|
| Follow presentation expectations:<br>-memorization<br>-eye contact<br>-hand gestures<br>-volume of voice<br>-confidence & preparation | <b>Reference IEP Accommodations</b><br>-show & explain visuals<br>-use index cards for information | Emerging<br>-present whole class country information using at least one simple sentence per student | -present individually |
|   | <b>Modifications</b><br>-modify presentation expectations  | Expanding<br>-presentation sentence frames<br>-model presentation expectations                      |                       |
|   |  | Bridging<br>-show & explain visuals<br>-use index cards for information                             |                       |

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 |  |            |  |