

1. Unit & Topic:	1 - Development of Civilizations (around the Mediterranean Sea; in China and India; in South and Central America; Pre-Columbian North America)		
2. Essential Questions:	<i>(What big ideas will students explore and investigate? What specific understandings about them are desired? What misunderstandings are predictable?)</i>		
<p>What defines a civilization? How has competition for resources affected patterns of human migration? What ideas/beliefs from classical civilizations (i.e. Greece, Rome, Egypt) do we see reflected in our modern world? What factors influence the rise and fall of empires/civilizations? How does the development of civilizations compare to my personal experience with civilization?</p>			
3. Unit Rationale	<i>(Why is this important for students? What is the broader significance? How does the lesson connect to their needs?)</i>		
<p>It is a commonly held belief that to understand the present, we must examine our past. In this unit, students will explore some of humankind's earliest and most important civilizations within a historical context. Students will learn how competition for resources and the desire to acquire new lands have shaped our modern world. By the end of this unit, students will demonstrate their understanding of how ancient civilizations were shaped and developed. Through this content students will develop an infographic which will include both written and visual content which will develop their ability to both read and analyze both types of content which is prevalent in informational texts that learners encounter regularly both in and out of the classroom.</p>			
4. Course Benchmarks	<i>(BM2: I can determine main idea of a text and explain how it is supported by key details to summarize it)</i>	5. Pre-/Post-Assessment:	<i>assess benchmark skills, pre-/post-assessment are the same/similar (for differentiation, will be in PLCs)</i>

<p>BM1: I can identify textual evidence to support explicit and inferred conclusions drawn from closely reading the text. BM2: I can determine main idea of a text and explain how it is supported by key details to summarize it. BM3: I can explain events, procedures, ideas or concepts in a historical, scientific, or technical text (including what happened and why) using specific textual information/evidence. BM4: I can determine the meaning of academic and content-specific words and phrases within a text. BM7: I can interpret visual information such as graphs, diagrams, timelines, animations, or interactive website elements and explain how it contributes to the understanding of the text or use it to answer a question or solve a problem. BM9: I can use information from two or more texts about the same topic to write or speak about it knowledgeable</p>		<p>BM1 & BM2 & BM4: Students identify the main idea, supporting details, and draw conclusions from multiple texts (such as readings from Six-Way Paragraphs in the Content Areas, Introductory Level, Passage 11 “What is Geography?”)</p> <p>BM3 & BM4: Students read about and explain events in a historical text (suggested readings from Six-Way Paragraphs in the Content Areas, Introductory Level, Passage 22 “Capital of the Inca Empire” or Passage 30 “The Fertile Crescent”)</p> <p>BM7: Students locate several areas on a map of the world</p> <p>BM9: Students read two (or more) of the passages about Aztec, Incan and Mayan civilizations from the website ReadWorks.org and write a paragraph describing one of the civilizations</p>	
<p>6. Benchmark Subskills</p>	<p><i>(eg. BM2→define main idea, identify main idea, differentiate main idea & details, identify details, summarize, etc)</i></p>	<p>7. Formative Assessment:</p>	<p><i>(What tools will assess student learning along the way?)</i></p>
<p>BM1: identify evidence, draw conclusions, make inferences BM2: determine main idea, differentiate main ideas from details, identify supporting details, summarize BM3: use evidence from a text to support an explanation BM4: use context clues and prior knowledge to understand unknown words, recognize common prefixes and suffixes BM7: interpret visual information, use visual information as evidence to support a claim BM9: synthesize information from two or more texts in a meaningful way</p>			<p>Exit Tickets Writing Prompts (e.g. In a short paragraph, explain three ways in which the Mayan and Egyptian civilizations were similar) Graphic Organizers (e.g. Complete a Venn diagram showing the differences and similarities between two civilizations) Think-Pair-Share (can be used to support paraphrasing and summarizing skills) Discussion Board on Schoology (i.e. Students answer a short question in a post) 4 Corners (e.g. Teacher puts signs up in the 4 corners of the classroom with the names of 4 civilizations that have been studied. As the teacher orally gives attributes or characteristics of one of the civilizations, the students move to the corner with the corresponding sign.)</p>
<p>8. ACES Skills/Subskills</p>	<p><i>(eg. CT1a: Sequence components, items, or ideas in a logical or structured manner)</i></p>	<p>9. Culminating Project</p>	<p><i>(What will students perform or produce that shows their learning?)</i></p>

<p>EC 2b: Choose appropriate register for audience, purpose, and communication type EC 2c: Use appropriate intonation LS 1a: Make use of background knowledge to understand new information LS 1b: Make predictions before and during reading and listening LS 1c: Use context clues to understand new information LS 1d: Identify main ideas or themes when reading or listening LS 1e: Scan written text or listen to oral text for specific information and details LS 1f: Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize) LS 1g: Make inferences and logical guesses (read and listen between the lines) LS 2a: Employ a variety of strategies for categorizing information LS 2b: Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast) LS 2d: Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points) LS 3a: Ask for repetition and clarification of unknown language and concepts LS 3b: Compensate for unknown language using paraphrase or circumlocution (using other words to describe or work around an unknown word) LS 3c: Use context and what you know to figure out or guess meaning of language LS 3d: Identify appropriate resources and/or means to fill in gaps in knowledge (ask a teacher, consult a dictionary, online search) CT 1a: Sequence components, items, or ideas in a logical or structured manner CT 1c: Synthesize information, ideas, and components in a meaningful and structured way CT 1d: Support positions using prior knowledge and supporting evidence CT 4b: Identify and compare perspectives/points of view of self and others</p>	<p>Choose one early civilization and demonstrate a knowledge of how that civilization has influenced our modern society. This project could take the form of a cause/effect essay; a poster or other visual presentation; or a PowerPoint style presentation.</p>			
<p>10. Academic Skills:</p>	<p><i>(Use DOK verbs; eg. analyze results from 2 experiments, develop a logical argument, etc)</i></p>	<p>11. Academic Vocabulary</p>	<p><i>(eg. compare, differentiate, etc)</i></p>	

<p>Recall elements and details from a text Label locations on a map Represent in words or diagrams a specific relationship Describe the features of a place or people Identify and summarize the major events from a historical period Use context clues to identify the meaning of unfamiliar words Describe the cause/effect of a particular event Identify patterns in events or behavior Organize, represent and interpret data Support ideas with details and examples Use tone appropriate to the purpose and audience Apply a concept in other contexts</p>	<p>compare contrast cause effect classify cite evidence</p>		
<p>12. Content Skills:</p>	<p><i>(What will students know or do?; eg. perform an experiment, understand ecosystem relationships, etc)</i></p>	<p>13. Content Vocabulary</p>	<p><i>(eg. test tube, primary source)</i></p>
<p>Locate information on a map Interpret visual information (i.e. diagrams, charts, tables, political cartoons) Recognize and interpret primary source documents Understand patterns of human migration Identify important early civilizations from around the world Understand what causes civilizations to rise and fall Explain the impact of competition for resources</p>		<p>ancient civilization human migration pre-Columbian resources fertile arid empire descendant colony/colonial/colonist settle/settler/settlement uprising</p>	
<p>14. Materials/Resources:</p>	<p><i>(include specific texts with website or textbook and page number to be used within the unit and any other necessary materials or resources)</i></p>		

http://www.smithsonianeducation.org/educators/resource_library/american_indian_resources.html;
http://education.nationalgeographic.com/archive/xpeditions/lessons/09/g68/migrations.html?ar_a=1;
http://education.nationalgeographic.com/education/activity/clues-to-human-migration/?ar_a=1;
<http://msh.councilforeconed.org/documents/978-1-56183-758-8-activity-lesson-01.pdf>
<http://shg.stanford.edu/world>
http://mnliteracy.org/sites/default/files/curriculum/social_studies_week_1.pdf
<http://www.readworks.org/passages/ancient-greece-ancient-greeks>
<http://www.readworks.org/passages/ancient-egypt-pyramids>
<http://www.readworks.org/passages/ancient-egypt-queen-nile>
<http://www.readworks.org/passages/reaching-sky-history-great-buildings>
<http://www.readworks.org/passages/mysteries-mayas>
<http://www.readworks.org/passages/dawn-mayas>
<http://www.readworks.org/passages/aztecs-incas-and-mayans-aztec-empire>
<http://www.readworks.org/passages/aztecs-incas-and-mayans-tenochtitlan>
<http://www.readworks.org/passages/aztecs-incas-and-mayans-cuzco-city-gold>
<http://www.readworks.org/passages/aztecs-incas-and-mayans-mayas>
<http://www.readworks.org/passages/aztecs-incas-and-mayans-land-four-quarters>
<http://www.readworks.org/passages/ancient-rome-and-byzantium-living-constantinople>
<http://www.readworks.org/passages/ancient-rome-and-byzantium-birth-byzantine-empire>
<http://www.readworks.org/passages/ancient-greece-ancient-greeks>
<http://www.readworks.org/passages/architecture-parthenon>
<http://www.readworks.org/passages/don%E2%80%99t-miss-festival-olympia>
<http://www.englishworksheetsland.com/best/grade5/language/16affixes/8greek.pdf>
 Six-Way Paragraphs in the Content Areas, Introductory Level: Passage 8 (p. 16), Passage 11 (p. 22), Passage 22 (p. 44), Passage 30 (p. 60), Passage 48 (p. 96), Passage 81 (p. 162), Passage 86 (p. 172)

15. Technology Skills	<i>(What technology skills will be explicitly taught?)</i>	16. Technology Resources:	<i>(Include specific websites students will use)</i>
<p> Use the Internet to locate information Use a Learning Management System (i.e. Schoology) Use a word processing application to write, edit, print, and save an assignment File management (i.e. saving documents, creating folders, downloading and uploading documents) Create, edit and format text on a slide Create a series of slides and organize them to present research or convey an idea Copy and paste or import graphics </p>		<p> Schoology Google Drive Smithsonian Education National Geographic Council for Economic Education the MN Literacy Council Stanford History Education Group ReadWorks </p>	
17. Writing Skills for Reading	<i>(align with benchmark; eg. write a summary or paraphrase, etc)</i>	18. Writing Assessment	

<p>Write a summary of a text Write a paragraph explaining an important historical event, idea or concept Respond in writing to a piece of visual information, such as a political cartoon or timeline</p>			
<p>19. Writing Skills for Writing</p>	<p><i>(align with writing benchmark; eg. Write a comparison paragraph, etc)</i></p>	<p>20. Cumulative Writing Projects</p>	<p><i>(eg. write a report that compares 2 presidents)</i></p>
<p>Write a paragraph with a clear topic sentence and supporting details Write a comparison paragraph (e.g. compare two civilizations or rulers) Write a cause-effect paragraph (e.g. show how competition for resources affected patterns of human migration) Write a descriptive paragraph that provides clear details (e.g. describe a historical event or a place with historical significance) Write a classification paragraph (e.g. classify three different forms of communication used in ancient civilizations)</p>		<p>Choose one early civilization and demonstrate a knowledge of how that civilization has influenced our modern society.</p>	
<p>21. Extensions and Content Connections – Differentiation</p>			
<p>Low (ie. missing core skills or low skill level) -</p>	<p>Pair lower-level students (i.e. lower reading level) with a higher-level student. Higher-level student could read aloud to the lower-level student or the students could partner read. Create jigsaw readings from the suggested texts and distribute easier paragraphs/passages to lower-level readers and more difficult paragraphs/passages to higher-level readers. Have students first read and discuss the paragraphs/passages in “home groups” where all students have the same reading. Then re-group the students so that they are sitting with students who have different texts. The students share and discuss each section of the reading in turn. The website Newsela allows teachers to adjust the level of difficulty for a text. The same basic information can be read at a variety of lexile levels. The following example is a story about mummies at a 4th and 5th grade level: https://newsela.com/articles/mummies-age/id/5019/ (4th grade) https://newsela.com/articles/mummies-age/id/4996/ (5th grade)</p>		
<p>High (ie. already know content or have skill) -</p>	<p>Provide opportunities for more advanced students to do something extra with what they have learned. Create short writing prompts or pass out sticky notes for summarizing and paraphrasing practice. Allow students to explain what they understand in a variety of formats: visual representations of the idea, written explanations, oral explanations. Students who prefer to use an oral format might try creating a podcast using free online tools like those available through CLEAR. (http://clear.msu.edu/clear/resources/rich-internet-applications/)</p>		

