

UNIT OVERVIEW

STAGE ONE: Identify Desired Results			
Established Goals/Standards	Common Core Standards	Long-Term Transfer Goal	
	CCRL: Key Ideas and Details (2): Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text	At the end of this unit, students will use what they have learned to independently... Productively participate in society using the lens of social scientists	
	CCW: Text Types and Purpose (2a): Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia, when useful to aiding comparison.	Meaning	
	CCSL: Comprehension and Collaboration (1b): Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Enduring Understandings <i>Scholars will understand that...</i>	Essential Questions <i>Students will consider such questions as...</i>
		U1: Social sciences are the tools we use to understand the past U2: Revolutions change social, political, economics and/or cultural conditions of the world U3: Belief systems emerged as people attempted to make sense of the natural world around them U4: How to use close reading strategies to examine primary and secondary sources	EQ1: How do we study the past? EQ2: Why are revolutions considered a turning point in history? EQ3: What roles did belief systems play in the lives of people? EQ4: How do we read primary and secondary sources?
		Acquisition	
		<i>What knowledge will students learn as part of this unit?</i> K1: The various jobs of social scientists to study the past K2: Key vocabulary terms: <i>history, culture, geography, natural resources, primary sources, secondary sources, archeology, artifacts, anthropology, political science, government, scarcity, resources, nomadic, hunters and gatherers, agriculture, domestication, settlements (Mesopotamia, Indus Valley, China and Egypt), cuneiform, hieroglyphics, civilization, polytheism, divine right</i> K3: The development of belief systems reflected the struggle that early people had understanding the world around them	<i>What skills will students learn as part of this unit?</i> S1: Gathering, Interpreting and Using Evidence (A2): Identify, describe and evaluate evidence from about events from diverse sources S2: Geographic Reasoning (D2): Identify, describe and evaluate the relationship between people, places, regions and environments by using geographic tools to place them in a spatial context S3: Comparison and Contextualization (C6): Connect historical developments to specific circumstances of time and place and to a broader regional, national or global process and draw connections to the present

		K4: The ability read critically and analyze various sources	S4: <i>Gathering, Interpreting and Using Evidence (A7):</i> Create a meaningful and persuasive understating of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present
--	--	--	--

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i>	Performance Task focused on Transfer: Scholars will choose a place internationally and examine different types of sources through the lens of the different social scientists (Geographer, historian and anthropologist, sociologist, economist, political scientist etc.) how a geographic feature, a historical event and a belief system have influenced the past and/or cultural development of that area. Scholars will write an informational essay and create and present a poster on their findings in the form of a gallery walk.
	Other Assessment Evidence: <ul style="list-style-type: none"> • Social science vocabulary check • Analysis of primary and secondary sources • World map check (continents, oceans and global regions check) • CFA on social sciences and geography • Neolithic Revolution vocabulary check • Belief systems check • CFA on Neolithic Revolution and Belief Systems • Ticket-out the door • Writing paragraphs in response to content covered • Writing paragraphs in response to essential questions • Writing an introduction • Writing body paragraphs • Writing a conclusion

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences	
	<p>Learning Events:</p> <p>A Scholars will complete a pre-assessment the work of social scientists</p> <p>M Scholars will create visuals that represent the social sciences</p> <p>M Scholars will examine the work of different social scientists and correctly identify which social scientist would complete that specific work in a small group</p> <p>A Scholars will complete a pre-assessment of location of continents, oceans as well global regions</p> <p>M Construct a world map using blank pieces of the world</p> <p>A Scholars will learn the difference between primary and secondary sources with critical thinking partners</p> <p>M Scholars will apply close reading strategies to various primary and secondary sources</p> <p>T Scholars will analyze items to determine if they are primary of secondary sources</p> <p>M Scholars will create visuals to demonstrate their understanding of the Neolithic Revolution</p>	<p>Evidence of learning: <i>(formative assessment)</i></p> <p>Scholars will return to the pre-assessment, check their definitions and modify their definitions based on what they learned during the lesson</p> <p>The created visuals will help the scholars understand the role of social scientists in studying history</p> <p>Students will share their responses to the assignment and self-correct their answers with feedback from their peers</p> <p>Scholars will correctly label a world map as a ticket out the door</p> <p>Students will accurately label the continents and oceans of the world on their map</p> <p>Scholars will independently label objects as a primary or secondary source</p> <p>Scholars will be able to annotate, highlight, summarize etc. the primary and secondary sources to increase their understanding of the source</p> <p>Scholars can provide evidence to justify their determination of the item being a primary or secondary source</p> <p>The visuals created accurately demonstrate key concepts and vocabulary related to the time</p>

M	Scholars will analyze primary and secondary sources related to the Neolithic Revolution	period Scholars will be able to cite evidence and/or reference specific text when answering document based questions
T	Scholars will work in collaborative stations to examine the formation of Rochester around the Genesee River	Scholars can reflect on how the formation of Rochester relates to the formation of Early River Valleys
A	Scholars will complete a multiple-choice assessment of the Neolithic Revolution	Scholars will be able to accurately answer regents level questions regarding the Neolithic Revolution
M	Scholars will share the values that guide their lives with a partner	Scholars can identify the similarities and differences of the values present in the classroom
M	Scholars will complete an analysis of belief systems	Scholars will complete a graphic organizer
T	Scholars will read text about different belief systems and identify whether the text refers to a polytheistic or monotheistic belief system or a philosophy	Scholars will be able to label belief systems as polytheistic, monotheistic or philosophical and as a result demonstrate their understanding of the terms
T	Scholars will write an informational essay and present a visual representation of the information in the essay (PERFORMANCE TASK)	Scholars will apply social science strategies and content knowledge when conducting research for this assignment