

Unit : Ancient India and India's Empires

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week**
Length: **7 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about early civilizations of India and explore India's Maurya and Gupta empires. They will understand how geographic factors such as landforms, rivers, and climate affect the development of civilizations. They will learn how culture's social structure affects the way people live and interact with each other and how religion shape a civilizations intellectual and artistic traditions in addition to its daily life.

Transfer

Students will develop respect for other people from different cultural backgrounds than their own

Students will learn the Sanskrit translation of common English words.

Students will compare Buddha's achieved enlightenment to an ah-hah moment they have had in their life

Students will identify modern achievements, inventions or products that would have seemed super fantastic decades ago.

Meaning

Understandings

Students will demonstrate the following understandings:

- * Geographic factors such as landforms, rivers, and climate affect the development of civilizations
- * A culture's social structure affects the way people live and interact with each other
- * Religions shape a civilization's intellectual and artistic traditions as well as its daily life

- * Rulers who focus on the well-being of their subjects often bring peace and prosperity
- * Control a large region require an effective government
- * Trade and an exchange of ideas can lead to great artistic and scientific achievements

Essential Questions

Students will keep considering how much does geography affect people's life?

How are religion and culture connected?

Application of Knowledge and Skill

Students will know...

Students will know geography of the Indian subcontinent

Students will know how Indus Valley civilization was organized

Students will know how mysteries remain about Ancient India

Students will know theories about the origins of the Indo-Aryans

Students will know Information the Vedas provide about Aryan life

Students will know the groups that evolved into a caste system.

Students will know how Hinduism evolved from Vedic beliefs and practices

Students will know how Hindu teaching about life and after death

Students will know how Hinduism spread throughout India

Students will know how Buddha's search for truth led to spiritual enlightenment

Students will know the teaching of the Buddha.

Students will know the two forms of Buddhism that emerged

Students will know how the Chandragupta used strategy to unite India

Students will know how the Chandragupta created a bureaucracy, tax system, and spy network

Students will know how Ashoka improved the lives of his subjects

Students will know how the Gupta dynasty created the second major Indian empire

Students will know how india made advances in the arts, sciences, and mathematics under the Gupta

Students will be skilled at...

Students will be skilled at identifying physical features of South Asia

Students will be skilled at drawing inferences about Indus Valley civilization

Students will be skilled at comparing theories about the Aryans

Students will be skilled at describing the Vedas and caste system

Students will be skilled at sequencing the development of Hinduism

Students will be skilled at comprehending Hindu beliefs

Students will be skilled at comparing and contrasting Buddhism with Hinduism

Students will be skilled at synthesizing knowlege of Buddhism

Students will be skilled at determining Chandragupta's rise to power

Students will be skilled at evaluating the reigns of Chandragupta and Ashoka by asking questions

Students will be skilled at summarizing achievements of the Gupta dynasty

Academic Vocabulary

subcontinent - large landmass that is set apart from the rest of the continent

river system - main river and all of the other rivers and streams that drain into it

monsoon - seasonal winds that bring rain to the Indian subcontinent during parts of the year

granary - special building used to hold grain

citadel - fortified area of a city

Veda - collection of hundreds of sacred hymns composed by the Aryans

caste - fixed social class into which a person is born

Brahmin - priest
Kshhtriya - ruler or warrior
Vaishya - landowner, banker, or merchant
Sudra - farmer, laborer, or servant
Dalit - person who performed dirty jobs
Brahmanism - religion of the Vedic age based on priests and rituals, particularly sacrifices to the gods
guru - thinker or teacher
Brahman - supreme cosmic consciousness, spiritual force, or God in the Hindu religion
reincarnation - rebirth of the soul in a new body
karma - effect of a person's actions in this and in previous lives
dharma - a person's duty, or what is right for him or her
ahimsa - avoiding doing harm to any living thing
moksha - liberation from reincarnation
meditate - to calm or clear the mind, often by focusing on a single object
enlightenment - a state of perfect wisdom
nirvana - a state of blissful peace without desire or suffering
monastery - religious community
Theravada Buddhism - sect that focuses on the wisdom of the Buddha
Mahayana Buddhism - sect that focuses on the compassion of the Buddha

strategy - long-term plan for achieving a goal
province - region with its own government within a country
bureaucracy - system of offices that carries out government rules and regulations
subject - people under a ruler's control
tolerance - willingness to respect different beliefs and customs
citizenship - a status with political rights and obligations
numeral - a symbol used to represent a number
decimal system - a counting system based on units of ten
metallurgy - the science that deals with extracting metal from ore and using it to create useful objects

Learning Goal #1

Early river civilizations developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

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|------------|---|
| LA.RI.5.1 | Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| LA.RI.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| LA.W.5.2.A | Introduce a topic clearly to provide a focus and group related information logically; include |

	text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.CS2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Define the term subcontinent

SOC.6.2.8.CS2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River
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[modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Target 2

Identify the two river systems of the Indus Valley Civilization.

SOC.6.2.8.CS2

Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Target 3

Explain the effects of the monsoons on agriculture in India.

SOC.6.2.8.CS2

Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Learning Goal #2

Compare and contrast the tenets of various world religions that developed around 1000 BCE-600 CE, their patterns of expansion, and their responses to current challenges of globalization.

LA.RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported

	by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Identify the present-day religion that may be related to the Indus Valley religion.

SOC.6.2.8.D.3.d

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Target 2

Describe how Hinduism, Buddhism and Jainism evolved in ancient India.

SOC.6.2.8.D.3.d

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Target 3

Identify important religious texts in Hinduism and Buddhism.

SOC.6.2.8.D.3.d

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Target 4

Describe the major beliefs of Hinduism, Jainism, and Buddhism.

SOC.6.2.8.D.3.d

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Target 5

Describe the aspects of Hinduism and Buddhism that helped it to spread.

SOC.6.2.8.D.3.d

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Target 6

Explain how the Hindu religion influence literature, music, dance, entertainment, architecture, and painting.

SOC.6.2.8.D.3.d

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Learning Goal #3

Explain how the development of written language transformed all aspects of life in early river valley civilizations.

LA.RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA.W.5.2.A

Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

LA.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LA.W.5.2.C

Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

LA.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.5.2.E

Provide a conclusion related to the information of explanation presented.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology

	applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Explain why historians are unable to decipher the writing system of the people of the Indus Valley.

SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
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Target 2

Identify the main source of information about Aryan life.

SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
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Learning Goal #4

Analyze the factors that led to the rise and fall of various early river civilizations and determine whether there was a common pattern of growth and decline.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Evaluate the different theories explaining the reasons for the disappearance of the Indus Valley civilization.

SOC.6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
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Target 2

Evaluate the different theories about the origins of the Indo-Aryans.

SOC.6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
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Target 3

Identify the reasons for the rise and fall of the Maurya Empire.

SOC.6.2.8.D.2.c

Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Target 4

Explain how Chandragupta was able to rule such a large empire.

SOC.6.2.8.D.2.c

Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Target 5

Describe the rise and fall of the Gupta Empire.

SOC.6.2.8.D.2.c

Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Learning Goal #5

Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of class system in early river valley civilizations.

LA.RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA.W.5.2.A

Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

LA.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LA.W.5.2.C

Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

LA.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.5.2.E

Provide a conclusion related to the information of explanation presented.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through

their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Identify the two main economic activities that supported the Indus Valley civilization.

SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
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Target 2

Describe how the cities of the Indus Valley Civilization were well-planned.

SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
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Target 3

Explain the many achievements of the Indus Valley civilization.

SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
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Target 4

Describe the caste system of the Indus Valley civilization.

SOC.6.2.8.C.2.a

Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

Learning Goal #6

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

LA.RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LA.W.5.2.A

Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

LA.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LA.W.5.2.C

Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

LA.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.5.2.E

Provide a conclusion related to the information of explanation presented.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

SOC.6.2.8.D.2.d

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

TECH.8.1.5.A.2

Format a document using a word processing application to enhance text and include

	graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

Target 1

Explain Buddhism’s legacy.

SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
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Target 2

Describe Ashoka’s legacy.

SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
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Target 3

Identify the achievements in mathematics and science of the Gupta Empire.

Summative Assessment

Common Summative Assessment via Linkit!:

WMS Gr5 SS Fertile Crescent CA GenEd 2016

Proficiency Scale

Proficiency Scale Learning Goal 2
NJSLS for Social Studies 6.2
Strand:Soc.5-8.6.2.8.3

Topic:India's Empires			
Grade/Course: 5th grade/World History			
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		Sample Activities
4.0			<ul style="list-style-type: none"> Enrichment activities
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate knowledge of the civilization of Ancient India developed and expanded into empires of unprecedented size and diversity by creating centralized government and promoting commerce, a common culture, and social values. Draw conclusions about how the cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Compare how the classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Reading Checks Section Assessment questions myWorldhistory.com myWorld Activities Student Journal assessments
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> the vocabulary seen in the unit plan. performs basic processes, such as <ul style="list-style-type: none"> * Summarize how a cultures social structure affects the way people live and interact with each other * Make observations of how religions shape a civilizations intellectual and artistic traditions as well as its daily life * Identify patterns of rulers who focus on the well-being of their subjects often bring peace and prosperity * Show how to control a large region require an effective government * Relate how trade and an exchange of ideas can lead to great artistic and scientific achievements <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Reading Checks Section Assessment questions myWorldhistory.com myWorld Activities Student Journal assessments
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Formative Assessment and Performance Opportunities

Pearson myWorld Chapter Assessments:

Audio Review

Places To Know

Essential Question Writer's Workshop

Chapter 6 Assessment forms A & B

Chapter 7 Assessment forms A & B

- academic games
- Compass learning
- DBQ
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL
- peer assessment
- Presentation
- Primary and secondary source analysis
- Project
- questioning
- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems

Modifications and Accommodations

Pearson myWorld etext resources:

Assessment Remediation: Hip Hop History: Civilizations of Early History

myWorld Activity: A Trip Through India (modifiable)

Online Chapter Posttest

ELL Accommodations:

Ancient India and China: Spanish Online Student Edition

Ancient India and China: Spanish Online Student Journal

Spanish Audio Review: Civilizations of Early India

Modified Common Summative Assessment:

Every 5th grade student takes the Fertile Crescent Assessment. Students who are reading below grade level are provided a passage that is on their reading level. Student who are reading on an advanced level are provided with the advanced passage.

Enrichment opportunities: Advanced Social Studies 5-8; more complex text; student research opportunities

Differentiation: 504 accommodations and IEP modifications; text to speech option in online text and for other informational text - online tools are available: (<https://www.naturalreaders.com/>)

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

- additional practice/remediation
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments

Enrichment

Cross-curricular extension activities

- Cross-curricular extension activities
- student generated research projects

Unit Resources

- black line masters
- guest speakers
- Interactive whiteboard activities
- Internet
- supplemental textbooks/teacher resources
- Social Studies Notebook
- videos and online videos
- ProGuide
- Activity Cards
- myWorldHistory.com
- Essential Question posters
- myWorld History wall maps
- Student Journal
- Primary Source Documents: The Mini-DBQ Project Binders

Digital Resources:

- Google Expedition
- The Big History Project -<https://school.bighistoryproject.com/bhplive>

Interdisciplinary Connections

LA.RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.