

# Unit: Ancient China

Content Area: **Social Studies**  
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**  
Time Period: **Week**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview

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In this unit, students will learn about China's dynasties, religion, and beliefs and examine ancient China's empires and achievements.

## Transfer

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Students will compare ancient Chinese pictographs to modern day pictographs that they use.

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

## Meaning

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## Understandings

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Students will demonstrate the following understandings:

- \* Many early civilizations began along major rivers
- \* Artifacts influence what we know or do not know about ancient civilizations
- \* Geographic location, including barriers to movement, influences the development of cultures and countries
- \* Thinkers develop new ideas in response to the problems of their time

## Essential Questions

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Students will keep considering what should government do?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know how geographic features isolated China from other civilizations.

Students will know that Chinese civilizations arose along the Huang River

Students will know achievements of the Shang dynasty

Students will know the concept of the Mandate of Heaven

Students will know how the Zhou expanded their empire

Students will know the structure and feature of Zhou society

Students will know characteristics of ancestor worship

Students will know goals and beliefs of Confucianism and Daoism

### **Students will be skilled at...**

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Students will be skilled at describing the physical features of China

Students will be skilled at summarizing the rise of the Shang

Students will be skilled at identifying the main idea and details of Zhou rule

Students will be skilled at identifying how the Zhou used the Mandate of Heaven to gain control of China

Students will be skilled at comparing and contrasting spiritual traditions, Confucianism, and Daoism

Students will be skilled at analyzing the philosophies of Confucius and Laozi

## **Academic Vocabulary**

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loess a fine, dust like material that can form soil

dike walls to hold back water

oracle bones animal bones or turtle shells carved with written characters that the Shang kings used to try to tell the future

pictographs pictures that represent words or ideas

Mandate of Heaven the right to rule, supposedly granted by heaven to a ruling family

warlord military ruler of a small state

chaos total disorder and confusion

Warring States period latter part of the Zhou dynasty ear in Chinese history, from about 475 B.C. to 221 B.C., that was marked by brutal and destructive conflict

philosophy a set of beliefs about the world and how to live

ancestor worship practices of honoring the spirits of the dead

Confucianism the teachings of the thinker Confucius and one of the most important philosophies that developed in China

filial peity the devotion of children to their parents

Daoism Chinese philosophy and way of life that emphasizes a simple, natural existence that follows the Dao

## **Learning Goal #1**

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

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.
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.
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

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Describe the natural barriers that isolated China from other civilizations.

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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.
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## Learning Goal #2

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Analyze the impact of religion on daily life, government, and culture in various early civilizations.

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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.
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.
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.
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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.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
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

Explain how the Mandate of Heaven was used to justify the ruler's right to rule.

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SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
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

Compare and contrast Daoism with Confucianism.

SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
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

Explain why it was important for the Chinese to honor their ancestors.

SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
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

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Identify the major tenets of Confucianism and Daoism.

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| SOC.6.2.8.D.2.a | Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.  |
| 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

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Explain how the Buddhist religion influence daily life in China.

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| SOC.6.2.8.D.2.a | Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.  |
| 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

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Describe the limits placed on merchants due to Confucian beliefs.

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| SOC.6.2.8.D.2.a | Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.  |
| 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

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

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| 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.
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.
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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.
TECH.8.1.5.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

## Target 1

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Trace the evolution of Chinese writing.

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

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Identify the improvements made to the Chinese language by the Qin government.

SOC.6.2.8.D.2.b

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

## Learning Goal #4

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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.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.

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.

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**

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Describe the rise and fall of the Shang Dynasty.

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**

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Describe the rise and fall of the Zhou Dynasty.

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**

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Analyze the rise and fall of the Qin Dynasty.

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 4**

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Identify the rise and fall of the Han Dynasty.

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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## **Learning Goal #5**

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

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.
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.
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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**

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Explain how the technology invented by the Shang Dynasty to control the flooding of the Huang (Yellow) River.

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

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Describe the Zhou class system.

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.

## Target 3

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Identify goods and ideas that were exchanged along the Silk Road.

SOC.6.2.8.C.1.b

Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

## Learning Goal #6

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

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.

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.

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**

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Identify the achievement of the Shang Dynasty.

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**

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Identify the achievements of the Zhou Dynasty.

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**

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Explain the achievements of the Qin Dynasty.

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 4**

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Identify the major achievements of the Han Dynasty.

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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## Summative Assessment

Common Summative Assessment via Linkit!:

WMS SS Gr 5 SS Ch3

### Proficiency Scale

Proficiency Scale Learning Goal 1			
NJSLS for Social Studies 6.2			
Strand:Soc.5-8.6.2.8.3			
Topic:Ancient China			
Grade/Course: 5 <sup>th</sup> grade/World History			
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>		<b>Sample Activities</b> <ul style="list-style-type: none"> <li>Enrichment activities</li> </ul>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of the civilization of Ancient China developed and expanded into empires of unprecedented size and diversity by creating centralized government and promoting commerce, a common culture, and social values.</li> <li>Draw conclusions about how the cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</li> <li>Compare how the classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</li> </ul> <b>The student exhibits no major errors or omissions.</b>		<ul style="list-style-type: none"> <li>Reading Checks</li> <li>Section Assessment questions</li> <li>myWorldhistory.com</li> <li>myWorld Activities</li> <li>Student Journal</li> <li>assessments</li> </ul>
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>the vocabulary seen in the unit plan.</li> </ul> </li> <li>performs basic processes, such as               <ul style="list-style-type: none"> <li>* Identify pattern of why many early civilizations began along major rivers</li> <li>* Summarize how artifacts influence what we know or do not know about ancient civilizations</li> <li>* Make observation of how geographic location, including barriers to movement, influences the development of cultures and countries</li> <li>* Show how thinkers develop new ideas in response to the problems of their time</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Reading Checks</li> <li>Section Assessment questions</li> <li>myWorldhistory.com</li> <li>myWorld Activities</li> <li>Student Journal</li> <li>assessments</li> </ul>

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

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## **Formative Assessment and Performance Opportunities**

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myWorld History Survey 2012 NA Realize (Pearson etext):

Chapter 8 Assessment (Test A or Test B)

Tang and Song China Quiz

China Under the Zhou Dynasty Quiz

Formative Assessment

- class discussion
- social studies notebook
- student journal section
- student displays and presentations
- quizzes

- 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

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CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

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.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the



	actions of others.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

## **Modifications and Accommodations**

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### Chapter 8- Essential Question Resource Chapter Guide

### Chapter Assessment Remediation Resource- Hip Hop History: Ancient China

#### ELL Accommodations:

Ancient India and China: Spanish Online Student Edition

Ancient India and China: Spanish Online Student Journal

Spanish Audio Review: Ancient China

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

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### Cross-curricular extension activities

- Cross-curricular extension activities
- student generated research projects

## Unit Resources

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- 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

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LA.W.5.1.A	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.
LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.W.5.1.D	Provide a conclusion related to the opinion presented.
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.

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.
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.8.2.5.D.CS1	Apply the design process.
TECH.8.2.5.D.CS2	Use and maintain technological products and systems.
TECH.8.2.5.D.CS3	Assess the impact of products and systems.