



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade Gifted Social Studies Curriculum

Course Description: The Park Hill School District is committed to an educational program which recognizes the unique values, needs, and academic talents of the gifted student. Our Gifted program has a guiding characteristic focused on the provision of differentiated studies, addressing both cognitive and affective development. Within the Gifted program, facilitators are expected to adapt learning opportunities/experiences to meet the specific needs of each learner as those needs present themselves over the course of the year. Various methods are suggested for meeting the needs of the specific learners in the gifted classroom, including: choice, project work in individual and group settings that challenge growth, personalized learning, thematic exploration of concepts, regular class meetings/conversations on topics relevant to gifted students, student interest projects, using content as a context for higher order thinking, genius hour, and participation in local and national competitions. Coursework and class time are intentionally designed to provide experiences whereby the students will be challenged academically, socially, and emotionally to achieve their greatest potential and have a sense of responsibility for self, school, community, and society.

Curriculum Note: This curriculum has been designed using tenets of project-based learning (PBL), which is reflective of effective gifted education. As such, the curriculum is written featuring Engaging Scenarios, driving questions, and milestones.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
6 weeks	Unit 1: The History of Me	Why Study History? Historical Thinking Skills Perspectives in History My Personal History
11 weeks	Unit 2: Lost - Civilizations	Geography of ancient civilizations Religion of ancient civilizations Achievements of ancient civilizations Politics of ancient civilizations Economics of ancient civilizations Social Structure of ancient civilizations
10 weeks	Unit 3: An Ideal Community	Characteristics of ancient civilizations that helped them thrive and survive Ideal communities in fictional settings Components of "ideal: society
9 weeks	Unit 4: Building Big - The Art of Construction	Topic 1: Analyzing Engineering Topic 2: Using the Design Process to Create a Structure
<u>Year-Long Instructional Topics</u>		Developing Questions to Research a Topic Drawing Insightful Conclusions based on Research Embracing a Growth Mindset Selecting End Products Articulating Thinking - Verbal and Written Providing Constructive Feedback

Additional Structures

Timeframe	Structure	Topics
Weekly	Conversations	SS based spotlight videos (Crash Course, TedED, etc.) Think About it Video (SEL) Precept Discussion (SEL)
Monthly	Current Event	Various - based on Jr. Scholastic Magazine, CNN10, other reliable sources

Unit 1: History of Me

Subject: Gifted

Grade: 8

Name of Unit: History of Me

Length of Unit: 6 weeks

Overview of Unit: In this interdisciplinary project, learners explore why people study history and how their own personal history influences who they are today. They will create their own personal “Humans of Bridges” story utilizing the “Humans of New York” website as a mentor. All of the “Humans of Bridges” stories will be posted on a “Humans of Bridges in Park Hill” website.

Priority Standards for units:

- 6-8.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 6-8.WH.1.CC.B Explain connections among historical context and peoples’ perspectives at the time in world history.
- 6-8.WH.1.PC.A Using a world history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.

Missouri Gifted Learner Outcomes:

As gifted learners, students will develop:

- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.
- the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.
- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

Standards relevant to this curriculum are found as an appendix.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
6-8.WH.1.CC.A	Students will use or create various types of timelines, diagrams, and primary sources to analyze events in World History I. This could include placing events in their chronological order and/or using primary source material to identify	Analyzing	3

	cause-and-effect relationships between related events.		
6-8.WH.1.CC.B	With teacher assistance, the student will select and investigate a historical event/issue and perspectives of people of that time. The student will explain people's perspectives and how they changed over time in relation to historical events, ideas, geography, and technological advances.	Analyzing	3
6-8.WH.1.PC.A	The student will define and describe sources, artifacts, and perspective. Then, the student will investigate an example of material culture to interpret a people's point of view. From this, the student will draw conclusions about material culture as it relates to human perspectives.	Analyzing	3

Essential Questions:

1. What happened in my past?
2. How does what we know about the world shape the way we view ourselves?
3. How do our personal experiences shape our view of others?
4. What can we infer about the artifacts we find?
5. How can the perspective we have about our own life experiences be viewed as part of the larger human story across time?
6. How does the evaluation of past events help us to make future decisions?
7. How do our personal stories reflect varying points of view and inform contemporary ideas and actions?

Enduring Understanding/Big Ideas:

1. Knowledge of the past helps one understand the present and make decisions about the future.
2. History involves interpretation; historians can and do disagree.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• evidence • perspective • interpretation • significance	• historical thinking skills • artifacts • timeline • origins • timeline

Engaging Scenario - History of Me

In this interdisciplinary project, learners explore why people study history and how their own personal history influences who they are today. They will create their own personal “Humans of Bridges” story utilizing the “Humans of New York” website as a mentor. All of the “Humans of Bridges” stories will be posted on a “Humans of Bridges in Park Hill” website.

Driving Question:

Why study history?

Engaging Scenario Milestones:

1. What are historical thinking skills and how can we use them to interpret historical events?
2. The History of Me-how do my personal experiences and perspectives shape who I am and how others may view me in the future?
3. Putting it all together-Sharing my Story-The People of Bridges-Interview Activity

Unit 2: Lost - Civilizations

Subject: Gifted

Grade: 8

Name of Unit: Lost - Civilizations

Length of Unit: 11 weeks

Overview of Unit: In this interdisciplinary project, learners explore a choice civilization in the world prior to 1450. They will develop research questions based on the enduring understandings to become an expert historian on their chosen civilization before developing a creative, engaging, and informative method of sharing the knowledge that they gain through an end product. End product ideas include, but are not limited to, museum exhibits, websites, books, documentaries, etc.

Priority Standards for units:

- 6-8.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 6-8.WH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in world history.
- 6-8.WH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigation social studies topics and create a research product that applies an aspect of world history prior to 1450 to contemporary issue.
- 6-8.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 6-8.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affecting individuals and groups in society in world history prior to c.1450
- 6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to 1450.
- 6-8.WH.1.G.B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
- 6-8.WH.1.EC.A Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450
- 6-8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 6-8.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Missouri Gifted Learner Outcomes:

As gifted learners, students will develop:

- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.
- the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.
- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

Standards relevant to this curriculum are found as an appendix.

Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
6-8.WH.1.CC.A	Students will use or create various types of timelines, diagrams, and primary sources to analyze events in World History I. This could include placing events in their chronological order and/or using primary source material to identify cause-and-effect relationships between related events.	Analyzing	3
6-8.WH.1.CC.B	With teacher assistance, the student will select and investigate a historical event/issue and perspectives of people of that time. The student will explain people's perspectives and how they changed over time in relation to historical events, ideas, geography, and technological advances.	Analyzing	3
6-8.WH.1.CC.C	With assistance throughout the process: The student will identify an aspect of World History I to compare to a contemporary issue. The student will then hypothesize how that historical issue is related to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how the issues are connected. This could address political, environmental, socioeconomic, and/or cultural issues.	Evaluating	3

6-8.WH.1.CC.D	The student will demonstrate curiosity by developing a compelling (open-ended question with no one right answer and of high interest to students) question regarding World History I prior to c. 1450. To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	Applying	3
6-8.WH.1.CC.E	Considering a specific world-history issue prior to c. 1450, the student will identify causes and consequences, and note contradictions and emerging patterns. The student will also analyze obstacles and opportunities encountered by those trying to address the problem(s). Those attempting to address the problem may include, but are not limited to: governments and/or their agencies, individuals, private groups, etc.	Analyzing	3
6-8.WH.1.GS.A	The student will define and distinguish among governmental systems and their resulting laws, policies, and processes. Then, using a World History I (prior to c. 1450) perspective, the student will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. The student will define and distinguish between groups and society. The student will then draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	Evaluating	3
6-8.WH.1.G.A	The student will define and differentiate purpose(s) among various maps and graphic representations. The student will also define and differentiate between patterns and trends. The student will create and use maps and other graphic representations to determine and assess emerging patterns and/or trends over time. The student will use the identified patterns and/or trends to explain the relationship/topic of study.	Applying	3

6-8.WH.1.G.B	The student will describe the impact of human settlement activities (such as finding shelter, food, and water) on the environmental and cultural characteristics (e.g., clothing, music, art, and religion) of world regions prior to c. 1450.	Applying	3
6-8.WH.1.EC.A	The student will use a world-history lens to examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) and benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals prior to c. 1450.	Applying	3
6-8.WH.1.PC.A	The student will define and describe sources, artifacts, and perspective. Then, the student will investigate an example of material culture to interpret a people's point of view. From this, the student will draw conclusions about material culture as it relates to human perspectives.	Analyzing	3
6-8.WH.1.PC.B	The student will define and describe the terms social structures and stratification. Then, the student will use a World History I lens to examine the origins and impact of social structures and stratification (the state of being divided into social classes) on societies and relationships between peoples.	Analyzing	3

Essential Questions:

1. How did physical characteristics support the rise of early civilizations through permanent settlements, and how do they impact where people choose to settle today?
2. How did beliefs and religion within civilizations prior to 1450 develop and impact other aspects of each civilization?
3. How did achievements, politics, the economy, and social structure within ancient civilizations prior to 1450 help them develop and thrive or contribute to their fall?

Enduring Understanding/Big Ideas:

1. Geography influences needs, culture, opportunities, choices, interests, and skills.
2. Civilizations' beliefs, religion, and values impact the daily lives of people.
3. Scientific and technological developments are transformative and affect people's lives, culture, behavior, and the environment.
4. Individuals and groups develop systems to manage conflict and create order.

5. Decisions concerning the allocation and use of resources impact individuals and groups.
6. People are affected by environmental, economic, social, biological, cultural, and civic concerns.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Economics • Standardization • Specialize	• Agricultural Revolution • River Valleys • Monotheistic religions • Polytheistic religions • Mongol rule • Mesopotamia • Pharaoh • Himalaya Mountains • Caste system • Silk Roads • Dynasties • Emperors • Warlord kings • Cultural Diffusion • Surplus • Opportunity costs • Codification of Law • Monarchy • Civilization • Inter-regional • Political order • Social order • Irrigation • Silk Roads • Natural Barriers • Silt

Engaging Scenario

In this interdisciplinary project, learners explore a choice civilization in the world prior to 1450. They will develop research questions based on the enduring understandings to become an expert historian on their chosen civilization before developing a creative, engaging, and informative method of sharing the knowledge that they gain through an end product. End product ideas include, but are not limited to, museum exhibits, websites, books, documentaries, etc.

Driving Question:

What lessons can we learn from civilizations prior to 1450, and why do those lessons matter to us today?

Engaging Scenario Milestones:

1. How do we learn about civilizations from the past?
2. How did physical features, beliefs, inventions, government, economics, and social structure lead to a civilization's success?
3. What can cause a civilization to fall?

Unit 3: An Ideal Community

Subject: Gifted

Grade: 8

Name of Unit: An Ideal Community

Length of Unit: 10 weeks

Overview of Unit: In this interdisciplinary project, learners review what was learned about various civilizations in the world prior to 1450 evaluating how the characteristics within those civilizations helped them to survive and thrive or fail. They will choose a dystopian novel that exemplifies characteristics of fictional communities to analyze and evaluate how they positively or negatively impact the citizens of their community. Ultimately, learners will develop their own community based on the historical and fictional research trying to convince others to move to their community via a pitch similar to how people pitch timeshares or vacations. Facilitators could bring in a panel of community developers to evaluate pitches.

Priority Standards for units:

- 6-8.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 6-8.WH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in world history.
- 6-8.WH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigation social studies topics and create a research product that applies an aspect of world history prior to 1450 to contemporary issue.
- 6-8.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 6-8.WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affecting individuals and groups in society in world history prior to c.1450
- 6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to 1450.
- 6-8.WH.1.G.B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
- 6-8.WH.1.EC.A Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450
- 6-8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

- 6-8.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Missouri Gifted Learner Outcomes:

As gifted learners, students will develop:

- the ability to apply problem-solving and critical thinking skills to create and test purposeful solutions, make decisions, support decisions with facts and logic, and understand how decisions and proposed solutions impact local and global communities.
- the ability to be open to new topics and thought processes, propose multiple detailed and original ideas, expand upon the thoughts of others, and recommend inventive solutions to new or unfamiliar concepts.
- self-acceptance and self-awareness while demonstrating responsibility for their personal growth and engagement in their communities while embracing cultural and personal differences.

NAGC Programming Standards for Teacher:

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Standard	Standards Unwrapped into Learning Target	Bloom's	DOK
6-8.WH.1.CC.A	Students will use or create various types of timelines, diagrams, and primary sources to analyze events in World History I. This could include placing events in their chronological order and/or using primary source material to identify cause-and-effect relationships between related events.	Analyzing	3
6-8.WH.1.CC.B	With teacher assistance, the student will select and investigate a historical event/issue and perspectives of people of that time. The student will explain people's perspectives and how they changed over time in relation to historical events, ideas, geography, and technological advances.	Analyzing	3
6-8.WH.1.CC.C	With assistance throughout the process: The student will identify an aspect of World History I to compare to a contemporary issue. The student will then hypothesize how that historical issue is related to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how the issues are connected. This could address political, environmental, socioeconomic, and/or cultural issues.	Evaluating	3

6-8.WH.1.CC.D	The student will demonstrate curiosity by developing a compelling (open-ended question with no one right answer and of high interest to students) question regarding World History I prior to c. 1450. To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	Applying	3
6-8.WH.1.CC.E	Considering a specific world-history issue prior to c. 1450, the student will identify causes and consequences, and note contradictions and emerging patterns. The student will also analyze obstacles and opportunities encountered by those trying to address the problem(s). Those attempting to address the problem may include, but are not limited to: governments and/or their agencies, individuals, private groups, etc.	Analyzing	3
6-8.WH.1.GS.A	The student will define and distinguish among governmental systems and their resulting laws, policies, and processes. Then, using a World History I (prior to c. 1450) perspective, the student will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. The student will define and distinguish between groups and society. The student will then draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	Evaluating	3
6-8.WH.1.G.A	The student will define and differentiate purpose(s) among various maps and graphic representations. The student will also define and differentiate between patterns and trends. The student will create and use maps and other graphic representations to determine and assess emerging patterns and/or trends over time. The student will use the identified patterns and/or trends to explain the relationship/topic of study.	Applying	3
6-8.WH.1.G.B	The student will describe the impact of human settlement activities (such as finding shelter, food, and water) on the environmental and cultural characteristics (e.g., clothing, music, art, and religion) of world regions prior to c. 1450.	Applying	3
6-8.WH.1.EC.A	The student will use a world-history lens to examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) and benefits	Applying	3

	(an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals prior to c. 1450.		
6-8.WH.1.PC.A	The student will define and describe sources, artifacts, and perspective. Then, the student will investigate an example of material culture to interpret a people's point of view. From this, the student will draw conclusions about material culture as it relates to human perspectives.	Analyzing	3
6-8.WH.1.PC.B	The student will define and describe the terms social structures and stratification. Then, the student will use a World History I lens to examine the origins and impact of social structures and stratification (the state of being divided into social classes) on societies and relationships between peoples.	Analyzing	3

Essential Questions:

1. How did civilizations prior to 1450 develop, thrive, and survive?
2. What characteristics of dystopian societies benefit their citizens and create a place that is desirable to live?

Enduring Understanding/Big Ideas:

1. Geography influences needs, culture, opportunities, choices, interests, and skills.
2. Civilizations' beliefs, religion, and values impact the daily lives of people.
3. Scientific and technological developments are transformative and affect people's lives, culture, behavior, and the environment.
4. Individuals and groups develop systems to manage conflict and create order.
5. Decisions concerning the allocation and use of resources impact individuals and groups.
6. People are affected by environmental, economic, social, biological, cultural, and civic concerns.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• ideal	• utopia • dystopia • economic order • social order • political order

Engaging Scenario - An Ideal Community

In this interdisciplinary project, learners review what was learned about various civilizations in the world prior to 1450 evaluating how the characteristics within those civilizations helped them to survive and thrive or fail. They will choose a dystopian novel that exemplifies characteristics of fictional communities to analyze and evaluate how they positively or negatively impact the citizens of their community. Ultimately, learners will develop their own community based on the historical and fictional research trying to convince others to move to their community via a pitch similar to how people pitch timeshares or vacations. Facilitators could bring in a panel of community developers to evaluate pitches.

Driving Question:

How can I develop a community where people would want to live based on my knowledge of civilizations prior to 1450 and dystopian societies?

Engaging Scenario Milestones:

1. How did ancient civilizations survive and thrive in the past to create an ideal community for their citizens?
2. How do authors create fictional communities that allow citizens to survive and thrive?
3. How do I create a community that allows its citizens to survive and thrive in present day society?

Unit 4: Building Big - The Art of Construction

Subject: Gifted

Grade: 8

Name of Unit: Building Big - The Art of Construction

Length of Unit: 9 weeks

Overview of Unit: In this interdisciplinary project, learners explore historical architecture and building methods used around the world prior to 1450. They use the design process to implement what was learned into creating a structure for their previously developed ideal community that is beneficial, safe, and will withstand the test of time.

Priority Standards for units:

- 6-8.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 6-8.WH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in world history.
- 6-8.WH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigation social studies topics and create a research product that applies an aspect of world history prior to 1450 to contemporary issue.
- 6-8.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- 6-8.WH.1.G.B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
- 6-8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

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6-8.WH.1.CC.C	With assistance throughout the process: The student will identify an aspect of World History I to compare to a contemporary issue. The student will then hypothesize how that historical issue is related to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how the issues are connected. This could address political, environmental, socioeconomic, and/or cultural issues.	Evaluating	3
6-8.WH.1.CC.D	The student will demonstrate curiosity by developing a compelling (open-ended question with no one right answer and of high interest to students) question regarding World History I prior to c. 1450. To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	Applying	3
6-8.WH.1.CC.E	Considering a specific world-history issue prior to c. 1450, the student will identify causes and consequences, and note contradictions and emerging patterns. The student will also analyze obstacles and opportunities encountered by those trying to address the problem(s). Those attempting	Analyzing	3

	to address the problem may include, but are not limited to: governments and/or their agencies, individuals, private groups, etc.		
6-8.WH.1.G.B	The student will describe the impact of human settlement activities (such as finding shelter, food, and water) on the environmental and cultural characteristics (e.g., clothing, music, art, and religion) of world regions prior to c. 1450.	Applying	3
6-8.WH.1.PC.A	The student will define and describe sources, artifacts, and perspective. Then, the student will investigate an example of material culture to interpret a people's point of view. From this, the student will draw conclusions about material culture as it relates to human perspectives.	Analyzing	3

Essential Questions:

1. How did people in the past create structures that were beneficial to civilizations prior to 1450 and have withstood the test of time?
2. How do present day engineers create structures that...
 - are beneficial to society today?
 - are safe for citizens and the environment?
 - will withstand the test of time?

Enduring Understanding/Big Ideas:

1. Culture, climate, and available material affect building design, sustainability and strength.
2. Engineers use The Design Process to brainstorm possible solutions to societal problems and assess the ideas for the best innovative result.
3. Engineers constantly have to balance the desire to innovatively solve problems with the responsibility of providing safe and effective tools for societal use.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Innovation • Precision • Reliability • Sustainable • Design Process	• Arch • Cantilever • Dome • Column • Aqueduct

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|--|--|
| | <ul style="list-style-type: none"> • Ziggurat • Tower of Babel • Hanging Gardens of Babylon • Pyramids of Giza • Parthenon • Roman Baths • Obelisk • Colosseum • Amphitheater |
|--|--|

Engaging Scenario: Building Big - The Art of Construction

In this interdisciplinary project, learners explore historical architecture and building methods used around the world prior to 1450. They use the design process to implement what was learned into creating a structure for their previously developed ideal community that is beneficial, safe, and will withstand the test of time.

Driving Question:

How have people in the past and engineers of today built structures that are beneficial to society and withstand the test of time?

Engaging Scenario Milestones:

Milestone One: How did people in the past create structures that were beneficial to civilizations prior to 1450 and have withstood the test of time?

National Association of Gifted Children Programming Standards for Teachers:

- **NAGC-LEARNING AND DEVELOPMENT.1:** Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.
- **NAGC-ASSESSMENT.2:** Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.
- **NAGC-CURRICULUM PLANNING AND INSTRUCTION.3:** Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.
- **NAGC-LEARNING ENVIRONMENTS.4:** Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.
- **NAGC-PROGRAMMING.5:** Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.
- **NAGC-PROFESSIONAL DEVELOPMENT.6:** All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop, and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.