

G6: India

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> <i>Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions.</i> <i>Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.</i> <i>Students will demonstrate the ability to analyze the roles of individuals, laws, institutions, and social mechanisms in order to justify the existence of social and political systems.</i> <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i> <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> <u>Content Standards:</u> Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	Transfer	
	<i>Students will be able to independently use their learning to analyze how a society's rules, systems, and culture are shaped by various social aspects, geography and natural resources available to its people over time.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> • Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. • All individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time. • Individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole.	ESSENTIAL QUESTIONS • Why are societies divided into different social classes? • Under what circumstances do religions develop?
Acquisition		
<i>Students will know...</i> • India's caste system has a specific structure, multiple causes, and a significant impact on the society. • there are differing religious beliefs that are found in India that spread across the society		<i>Students will be skilled at...</i> • the impact of organizations on people • comparing means of changing society over time • comparing and contrasting cultural and environmental characteristics

His.1.6-8. Analyze connections among events and developments in broader historical contexts. His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. His.14.6-8. Explain multiple causes and effects of events and developments in the past. Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. His.5.6-8. Explain how and why perspectives of people have changed over time. His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created. His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	over time. - throughout history, people in a society are divided into social structures. - religions develop for various reasons and spread to different regions over time. - the Indus River, Ganges River, Himalayas, Arabian Sea, Indian Ocean, Bay of Bengal, Mohenjo-Daro, Harappa, and Nepal are significant geographical features in/around India. - around 600 BC, Siddhartha Gautama was a religious leader who awakened Buddhism as a religion in India. - the Aryans settled in India 3000 years ago (around 1500 BC) and contributed to the foundation of India’s culture today. <u>vocabulary:</u> <i>subcontinent, monsoon, caste, jati, Brahmin, Sudras, Vaisyas, Kshatriyas, Untouchables, Hinduism, Dharma, Karma, reincarnation, Buddhism, nirvana, theocracy.</i>	- explaining the relationship between environment and identity - explaining and analyzing cause and effect relationships - analyzing connections in history - using questioning techniques to analyze historical significance - using geographic representations to explain relationships - explaining the impact of decisions on humans and the environment - analyzing the relationships between humans and their environment - analyzing cause and effect relationships - analyzing connections in history - classifying events - explaining and analyzing influences on historical perspectives - analyzing the influence of perspective on the historical record - evaluating the limitations of historical evidence - explaining cause and effect relationships
Content Area Literacy Standards - RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. - RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. - RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. - RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts - WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. - WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	21st Century Skills <i>make judgments and decisions</i> <i>communicate clearly</i> <i>collaborate with others</i> <i>manage goals and time</i> <i>be self-directed learners</i>	

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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	