

# 9-12 SOCIAL STUDIES

## PERFORMANCE TASK TEACHER INSTRUCTIONS

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### TASK OVERVIEW

TITLE	GRADE LEVEL	SUBJECT AREA	INSTRUCTIONAL UNIT	TIME FRAME: HOW LONG TO ADMINISTER THE TASK?
Eight Features of Civilizations	9	Western Civilizations	Early Civilizations	1-2 Days

### CONTENT AREA

#### PROFICIENCIES AND PERFORMANCE INDICATORS

GRADUATION PROFICIENCY	GRADUATION PROFICIENCY DESCRIPTION	PERFORMANCE INDICATOR	PERFORMANCE INDICATOR DESCRIPTION
#1 History	Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.	B	Analyze how a historical development has contributed to current social, economic, or political patterns. (HP3)

### CROSS-CURRICULAR

#### PROFICIENCIES AND PERFORMANCE INDICATORS

GRADUATION PROFICIENCY	GRADUATION PROFICIENCY DESCRIPTION	PERFORMANCE INDICATOR	PERFORMANCE INDICATOR DESCRIPTION
Research	Students will ask questions and gather and synthesize information in order to further their knowledge and support ideas.	5	Use evidence and reasoning to justify claims or conclusions.

### SCORING CRITERIA

PERFORMANCE INDICATOR	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
#1 History: B	<b>Describe</b> the	<b>Analyze</b> an historical	<b>Analyze</b> an historical	<b>Critique</b> multiple



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Analyze how a historical development has contributed to current social, economic, or political patterns. (HP3)	components of an historical development that contributed to current social, economic, or political patterns.	development that has contributed to current social, economic, or political patterns.	development (e.g., cycle of poverty or prosperity, low educational attainment) to <b>describe</b> how these circumstances and factors contribute to current social, economic, or political patterns.	accounts of an historical development across time periods to <b>describe</b> how these circumstances and factors contribute to current and/or historical social, economic, or political patterns.
Research: 5 Use evidence and reasoning to justify claims or conclusions.	<b>Identify</b> evidence to support a claim.	Use reasoning to <b>explain</b> how evidence supports a claim or conclusion.	<b>Support</b> claims or conclusions with evidence and reasoning.	<b>Integrate</b> evidence and reasoning to support claims or conclusions.

## CONNECTIONS TO INSTRUCTIONAL UNIT

<p><b>UNIT SUMMARY</b> May include big ideas, authentic context, enduring understandings, essential questions.</p> <p><b>Big Idea:</b> Eight Features of Civilization</p> <p><b>Enduring Understanding:</b> Many Ancient Civilizations shared aspects of religion, culture, and communication. However, each civilization has its own unique identifiers.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do these 8 features apply to various early civilizations?</li> <li>• What were similarities and differences between various early civilizations? What would account for these similarities and differences?</li> <li>• What can we learn from studying early human society that helps us to understand events/issues today?</li> </ul>
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What will students know as a result of instruction in this unit in order to complete the task?	What will students be able to do as a result of instruction in this unit in order to complete the task?
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<p>They will know the eight features of both ancient and modern civilization</p> <ol style="list-style-type: none"> <li>1. Cities</li> <li>2. Complex Religions</li> <li>3. Social Classes</li> <li>4. Art and Architecture</li> <li>5. Organized Central Governments</li> <li>6. Jobs Specialization</li> <li>7. Writing</li> <li>8. Public Works</li> </ol>	<ul style="list-style-type: none"> <li>• Use the 8 elements to compare and contrast early civilization in a Venn diagram.</li> <li>• Research how the 8 features apply to a modern civilization.</li> <li>• Students will be able to collect evidence in order to support claims.</li> </ul>
<p><b>How will teachers know what students know and can do prior to the task? Which relevant concepts and skills have students struggled with, had misconceptions about or missed entirely?</b></p>	<p><b>What background knowledge do students need (cultural, language, etc)? Have both content goals and language demands for ELL students been considered? Have the needs of diverse learners been considered?</b></p>
<ul style="list-style-type: none"> <li>• Research Template</li> <li>• Daily Formative Assessment</li> <li>• Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>• The 8 elements of culture.</li> <li>• Graphic Organizers with prompting questions.</li> </ul>

## CULMINATING TASK

### TASK SUMMARY

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Research a modern country (not the United States) surrounding the 8 features and how your civilization has changed over time.

Your research should allow you to fully respond to the questions listed below.

- Evaluate the 8 features of civilizations and discuss how they have changed over time.
- What qualifies for each of these in your nation?
- Do our class definitions of these 8 features need to be adapted to match our modern society?

Finally, write a 4 paragraph essay, individually, on the following prompt.

Select one feature from your modern civilization (i.e. job specialization) to analyze and then make a determination as to whether this feature makes life "better" today than in the past? Don't forget that your essay must have a thesis statement, must use evidence and examples to support your reasoning, and a clear introduction and conclusion.

### STUDENT ACTIVITY

Conduct research and complete the Modern Civilization graphic organizer.

Construct an essay that selects one feature from your modern civilization (i.e. job specialization) which will analyze how this feature has evolved from early societies to modern societies and discuss how this feature could/should look in the future. The essay must have a thesis statement, use evidence and examples to support your reasoning, and a clear introduction and conclusion.

### CONSIDERATIONS FOR DIFFERENTIATION AND ACCESSIBILITY

Students will need to be able to access prior knowledge on the 8 features of early civilizations.

Small group instruction for students that may need some extra help in completing this task.

Graphic organizers will have prompting questions to help students retrieve the concepts that they had previously been taught.

Students that need extended time will be granted time. One on one conferencing will help students that need assistance in developing/writing their essay. The essay will be broken down into steps with separate due dates for each part to help students manage their time. Graphic organizers for creating the essay

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### ADMINISTRATION NOTES AND DIRECTIONS

Now that we are more confident about the 8 features of civilization, let's do some research about a modern civilization like France, Belgium, Russia, Iran, etc. Use the graphic organizer to gather your research.

Alright guys, it's time to put your research and learning to the test!

We are going to create a 4 paragraph essay. Let's read what they essay will be about in our direction sheet. Once we go over the directions feel free to ask any questions.

### MATERIALS AND RESOURCES

- Modern Civilization Template (student product)
- World History Textbook Chapter 1, Section 3 and Chapter 2 (all)
- Computer Access (Laptop)
- Task Instructions
- Task Rubric