

**Priority Standard : Achievements: MSD 7.1** Identify and analyze scientific, technological, intellectual, and artistic advancements of a civilization and recognize how peoples’ perspective shaped the sources/ artifacts that they created.

<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can identify the impact of the significant advancements developed by civilization. (language, art, architecture, science, math, philosophy, and technological advancements).</li> <li>• I can analyze the impact of the significant advancements developed by civilization. (language, art, architecture, science, math, philosophy, and technological advancements).</li> <li>• I can analyze the impact of the achievements of the past on today</li> <li>• I can identify various perspectives of historic groups</li> <li>• I can identify sources and artifacts of historic groups</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>• The achievement only had an impact on the people of that time and does not affect people today</li> <li>• Confusing achievements of different civilizations</li> <li>• Identifies advancements but cannot explain what they are and how they work</li> <li>• Believes that people throughout history and the world will have similar viewpoints and opinions as themselves</li> </ul>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can identify and analyze achievements of a civilization and can recognize and discuss how a variety of perspectives have shaped artifacts independently and consistently.</p>	<p>A student who is approaching mastery may identify and recall achievements of a civilization and recognize how a variety of perspectives have shaped artifacts or may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may not yet recognize achievements of a civilization or may not yet recognize how a variety of perspectives have shaped artifacts.</p>
<p><b>Evidence of Mastery</b></p>	<p>Discuss achievements of a civilization            Create an artifact that discusses the scientific, technological, intellectual, and artistic achievements of the unit of study. Examples can include but are not limited to poster, paper, brochure, slide presentation, reteaching to others, diorama, etc.</p>	
<p><b>Previous Level</b>            what students who are struggling at a 1 might need to revisit</p>	<p>Define terms such as scientific, technological, intellectual and artistic            Identify examples from contemporary society</p>	
<p><b>Next Level</b></p>	<p>Connect achievements from the unit of study to contemporary society</p>	

What students will do if they have consistently mastered the standard

Connect achievements from the unit of study to other civilizations

**Priority Standard -Achievements: MSD 7.1** Identify and analyze scientific, technological, intellectual, and artistic advancements of a civilization and recognize how peoples' perspective shaped the sources/ artifacts that they created.

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> <li>Identify and analyze achievements of a civilization independently and consistently.</li> <li>Recognize and discuss how a variety of perspectives have shaped artifacts independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and recognize achievements of a civilization inconsistently or with teacher assistance</li> <li>Recognize how a variety of perspectives have shaped artifacts inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>Not yet recognize achievements of a civilization</li> <li>Not yet recognize how a variety of perspectives have shaped artifacts.</li> </ul>

**Priority Standard: Government Systems: MSD 7.2** Explain the origins, functions, and structure of governmental systems within a civilization. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history.

<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>I can identify the type of government(s) the civilization had.</li> <li>I can identify why a civilization changed their type of government if they did.</li> <li>I can identify the important leaders in the civilization and the role(s) they had.</li> <li>I can identify important laws made and why they were made.</li> <li>I can identify citizens' rights and responsibilities in their government.</li> <li>I can identify how the civilization's government compares to the U.S. government or other civilizations studied.</li> </ul>
<p><b>Common Student Misconceptions/Mistakes</b></p>	<p>Government systems of the past had no impact on the government of modern societies</p> <p>All government systems only consisted of the people in positions of power with little involvement of the people</p>

	Confusing names and contributions of leaders within and between civilizations	
	The government system of a civilization could not and did not change or evolve	
<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Beginning to Learn</b>
A student who has mastered this standard can identify and analyze governmental systems of a civilization and can recognize and discuss how a variety of perspectives have shaped government systems independently and consistently.	A student who is approaching mastery may identify and recall governmental systems of a civilization and recognize how a variety of perspectives have shaped government systems or may meet the standard inconsistently or with teacher assistance.	The Beginning to Learn student may not yet recognize governmental systems of a civilization or may not yet recognize how a variety of perspectives have shaped government systems.
<b>Evidence of Mastery</b>	Explain the origin of democracy and republic Explain the difference between a “true” democracy and republic, define monarchy, explain feudal systems within societies	
<b>Previous Level</b> what students who are struggling at a 1 might need to revisit	Define terms such as (direct/representative) democracy, republic, monarchy, oligarchy, feudalism, city state, bureaucracy, tyranny Identify examples from contemporary society	
<b>Next Level</b> What students will do if they have consistently mastered the standard	Identify structure of a government system Explain how government systems impact a society Analyze causes of governmental changes such as revolution and rebellion.	

<b>Priority Standard-Government Systems: MSD 7.2</b> Explain the origins, functions, and structure of governmental systems within a civilization. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history.		
<b><u>Meeting (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"> <li>Identifies different government systems independently and</li> </ul>	<ul style="list-style-type: none"> <li>Identifies different government systems inconsistently or with teacher</li> </ul>	<ul style="list-style-type: none"> <li>Does not yet identify different government systems</li> </ul>

<p>consistently.</p> <ul style="list-style-type: none"> <li>Explains the structure and origin of different government systems independently and consistently.</li> <li>Analyze laws, policies, and processes of governmental systems independently and consistently.</li> </ul>	<p>assistance</p> <ul style="list-style-type: none"> <li>Explains the structure and origin of different government systems inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>Does not yet explain the structure and origin of different government systems</li> </ul>
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<p><b>Priority Standard: Religion: MSD 7.3</b> Explain the origin, structure, spread, patterns, trends, and significance of religion(s) and cultural beliefs of a civilization.</p>		
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>I can explain the origin of the religion</li> <li>I can explain the major beliefs of the religion</li> <li>I can explain the role of religion on the society</li> <li>I can describe religious practices and customs</li> <li>I can explain how and where the religion spread</li> <li>I can explain how religion impacted others within and outside the civilization</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>Confusing monotheistic and polytheistic</li> <li>Stereotypes of people from certain religions</li> <li>Monotheistic religions exist in isolation of each other with no shared ideas and customs</li> <li>All people within a religious group share the exact same beliefs</li> </ul>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can identify and analyze religious beliefs of a civilization and can recognize and discuss how a variety of perspectives have shaped religious beliefs independently and consistently.</p>	<p>A student who is approaching mastery may identify and recall religious beliefs of a civilization and recognize how a variety of perspectives have shaped religious beliefs or may meet the standard inconsistently or with teacher assistance.</p>	<p>The Beginning to Learn student may not yet recognize religious beliefs of a civilization or may not yet recognize how a variety of perspectives have shaped religious beliefs.</p>
<p><b>Evidence of Mastery</b></p>	<p>Can define monotheistic and polytheistic, explain how religion affects societies, explain how trade routes allow for religions to spread through the world</p>	

<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<p>Define terms such as monotheistic, polytheistic, mythology</p>
<p><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<p>Compare and contrast different religions and their effects on societies of the past as well as those of contemporary times</p>

<p><b>Power Standard - Religion: MSD 7.3</b> Explain the origin, structure, spread, patterns, trends, and significance of religion(s) and cultural beliefs of a civilization.</p>		
<p><b><u>Meeting (3)</u></b></p>	<p><b><u>Approaching (2)</u></b></p>	<p><b><u>Beginning (1)</u></b></p>
<ul style="list-style-type: none"> <li>Explains the origins and significance of religion(s), and cultural beliefs of a civilization independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the origin and significance of religion(s) and cultural beliefs of a civilization inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>Does not yet explain the origin and significance of religion(s) and cultural beliefs of a civilization</li> </ul>

<p><b>Priority Standard: Geography: MSD 7.4</b> Explain how physical geography impacts a civilization. Locate major cities and topographical features of a civilization to explain relationships and reveal patterns or trends in world history.</p>	
<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>I can identify where the civilization was located physically.</li> <li>I can identify the significant physical features of the civilization.</li> <li>I can identify the natural resources the civilization had access to.</li> <li>I can identify the human geography elements of the civilization (important cities and other alterations constructed by humans).</li> <li>I can identify why people expanded into other locations or migrated from one place to another (push/pull factors that caused people to move into or leave a place).</li> <li>I can identify natural forces that affected the civilization (volcanic eruption, flooding, etc.).</li> </ul>

<p align="center"><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>• Land and water are identified backwards (cannot differentiate between land and water on a map?)</li> <li>• Student can define a geographic term, but term cannot be applied</li> <li>• Misidentify location of physical and human features on a map</li> <li>• Confusing latitude and longitude</li> <li>• Confuses cardinal directions</li> <li>• Natural forces were easily overcome and civilizations were not severely affected</li> </ul>	
<p align="center"><b>Meeting Expectations</b></p>	<p align="center"><b>Approaching Expectations</b></p>	<p align="center"><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can identify and analyze the physical geography of a civilization, locate major cities and can explain the impact the physical geography has on civilization independently and consistently.</p>	<p>A student who is approaching mastery may identify and recall the physical geography, locate major cities and explain the impact of physical geography on a civilization inconsistently or with teacher assistance.</p>	<p>The Beginning to Learn student may not yet recognize the physical geography, locate major cities or explain the impact of physical geography on a civilization.</p>
<p align="center"><b>Evidence of Mastery</b></p>	<p>Can describe the physical geography of a civilization and explain how it has shaped that society</p>	
<p align="center"><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<p>Review the geographical location and physical features of a civilization Identify how the geography of where they live affects their life/society</p>	
<p align="center"><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<p>Compare and contrast the geographical location and physical features of different civilizations and their effects on those societies</p>	

**Power Standard - Geography: MSD 7.4** Explain the significance of physical geography and be able to locate major cities and topographical features of a civilization. Use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history. Recognize how environmental conditions impact a civilization.

<p align="center"><b>Meeting (3)</b></p>	<p align="center"><b>Approaching (2)</b></p>	<p align="center"><b>Beginning (1)</b></p>
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<ul style="list-style-type: none"> <li>• Explain the significance of physical geography and locate major cities and topographical features independently and consistently.</li> <li>• Locate major cities and topographical features independently and consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the significance of physical geography on a civilization inconsistently or with teacher assistance</li> <li>• Locate major cities and topographical features inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Does not yet explain the significance of physical geography on a civilization</li> <li>• Does not yet locate major cities and topographical features</li> </ul>
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**Priority Standard: [Economics: MSD 7.5](#)** Identify and explain a civilization's economic structure and the causes, consequences, benefits, and patterns of trade and its impact on a civilization's advancement and decline.

<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• I can identify the elements of the type of economic system the civilization had.</li> <li>• I can identify the type of exchange system the civilization used (bartering, monetary, etc.)</li> <li>• I can identify the goods and food items the civilization produced, used, and traded.</li> <li>• I can identify the types of jobs people performed as part of the economic structure.</li> <li>• I can identify the trade routes (if named) and the role of trade routes used by the civilization.</li> <li>• I can identify ideas that were diffused/dispersed into and out of the civilization.</li> <li>• I can identify how a civilization's economic decisions impacted their advancement and possible decline.</li> <li>• I can explain how a civilization's economic decisions impacted their advancement and possible decline.</li> </ul>	
<b>Common Student Misconceptions/Mistakes</b>	<ul style="list-style-type: none"> <li>• Students cannot understand economics: trade patterns, bartering systems, role of goods as currency</li> <li>• The institution of slavery and its impact on economics</li> <li>• Civilizations existed in isolation with no interdependence on each other</li> <li>• Trade was just the exchange of commodities and not ideas</li> </ul>	
<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Beginning to Learn</b>
A student who has mastered this standard can identify and analyze the	A student who is approaching mastery may identify and recall the economic	The Beginning to Learn student may not yet recognize the economic

economic structure of a civilization and can recognize and discuss how a variety of perspectives have shaped the economic structure of a civilization independently and consistently.	structure of a civilization and recognize how a variety of perspectives have shaped the economic structure or may meet the standard inconsistently or with teacher assistance.	structure of a civilization or may not yet recognize how a variety of perspectives have shaped the economic structure.
<b>Evidence of Mastery</b>	Can describe the economic structure of a civilization and how it has affected that civilization Identify the trade partners of that civilization and the effects of trading with those partners	
<b>Previous Level</b> what students who are struggling at a 1 might need to revisit	Review what is meant by an economic structure Identify economic structures of contemporary societies and how those structures affect their own lives	
<b>Next Level</b> What students will do if they have consistently mastered the standard	Compare and contrast different economic systems of different time periods or civilizations as well as the impacts they have on those societies	

<b>Power Standard - Economics: MSD 7.5</b> Identify and explain a civilization's economic structure and the causes, consequences, benefits, and patterns of trade and its impact on a civilization's advancement and decline.		
<b><u>Meeting (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"> <li>Identifies and explains a civilization's economic structure and patterns of trade independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and explains a civilization's economic structure and patterns of trade inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>Does not yet identify or explain a civilization's economic structure or patterns of trade</li> </ul>



**Priority Standard: Cultural Interactions: MSD 7.6** Analyze the causes and consequences of a specific problem in world history as well as the challenges and opportunities faced by those trying to address the problem. Analyze the rise and fall of a civilization to determine their significance to future societies.

<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can analyze the important human interactions and events experienced by the civilization.</li> <li>• I can explain the strengths and weaknesses of each opposing side of conflict</li> <li>• Students can explain sources of potential conflict</li> <li>• Students can explain the significance or outcome of cultural interactions</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>• Students cannot create a timeline.</li> <li>• Students do not understand cause/effect relationships</li> <li>• Students do not understand the groups/people involved in the conflict and their perspective</li> </ul>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can identify and analyze a specific problem in world history and can recognize and discuss how a variety of perspectives have shaped the rise and fall of a civilization independently and consistently.</p>	<p>A student who is approaching mastery may identify and recall a specific problem in world history and recognize how a variety of perspectives have shaped the rise and fall of a civilization inconsistently or with teacher assistance.</p>	<p>The Beginning to Learn student may not yet recognize a specific problem in world history or recognize how a variety of perspectives shape the rise and fall of a civilization.</p>
<p><b>Evidence of Mastery</b></p>	<p>Cause and Effect Graphic Organizer</p> <p>Can describe the problem being studied as well as the groups involved with said problem</p> <p>Can explain why a civilization has risen and fallen and identify contributing factors</p>	
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<p>Identify multi-group problems in contemporary times for students to relate to</p> <p>Review contributing factors for the problems being studied</p>	
<p><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<p>Analyze how these problems and outcomes have impacted contemporary times</p> <p>Analyze how impacts of cultural interactions affect different groups of people</p>	

Compare and contrast different problems over time and people groups

**Power Standard - Cultural Interactions: MSD 7.6** Analyze the causes and consequences of a specific problem in world history as well as the challenges and opportunities faced by those trying to address the problem. Analyze the rise and fall of a civilization to determine their significance to future societies.

<b>Meeting (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"> <li>Analyze the causes and consequences of a specific problem in world history</li> <li>Analyzes the challenges and opportunities faced by those trying to address the problem</li> <li>Analyzes the rise and fall of a civilization to determine their significance to future societies</li> <li>Does these independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the cause and consequences of a specific problem in word history and the rise and fall of a civilization</li> <li>Inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>Does not yet analyze the cause and consequences of a specific problem in world history and the rise and fall of a civilization</li> </ul>

**Priority Standard: Document Analysis MSD 7.7:** Construct arguments using claims and evidence from multiple sources. Using an inquiry lens, develop compelling questions about world history. Be able to analyze primary and secondary sources as related to a civilization.

<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>I can define primary source.</li> <li>I can identify a primary source of information.</li> <li>I can define secondary source.</li> <li>I can identify a secondary source of information.</li> <li>I can analyze primary and secondary sources.</li> <li>I can write a claim and support it with valid evidence to build an argument</li> <li>I can utilize an inquiry lens to develop compelling questions about world history.</li> </ul>
<b>Common Student</b>	<ul style="list-style-type: none"> <li>Distinguishing fact and opinion.</li> <li>Confusing a primary and secondary source</li> </ul>

<b>Misconceptions/Mistakes</b>	<ul style="list-style-type: none"> <li>• Believing all sources are factual and contain no bias</li> <li>• Supporting a claim with unrelated or irrelevant information</li> <li>• Not understanding the language or vocabulary used in sources</li> </ul>	
<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Beginning to Learn</b>
A student who has mastered this standard can identify primary and secondary sources and construct a claim about world history using multiple sources	A student who is approaching expectations can identify and interpret a source as primary or secondary inconsistently or with teacher assistance	A student who is beginning to learn may not yet be able to identify the differences between primary and secondary sources and may not yet be able to interpret text documents
<b>Evidence of Mastery</b>	Socratic Seminar participation stating facts learned/researched from reputable sources, Argumentative Essay, Document-Based Questions, analysis of primary source materials Determine whether a source is reliable or not	
<b>Previous Level</b> what students who are struggling at a 1 might need to revisit	Define source, give examples of sources	
<b>Next Level</b> What students will do if they have consistently mastered the standard	Compare and contrast different sources and source types using analysis and contextualization Doing research beyond the source and constructing an argument based on that research Create an artifact based on source information	

**Power Standard - Document Analysis MSD 7.7:** Construct arguments using claims and evidence from multiple sources. Using an inquiry lens, develop compelling questions about world history. Be able to analyze primary and secondary sources as related to a civilization.

<b>Meeting (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"><li>• Correctly identify a source as a primary or secondary source does these independently and consistently.</li><li>• Analyze and interpret the meaning of sources independently and consistently</li><li>• Develop compelling questions and construct a claim about world history independently and consistently</li></ul>	<ul style="list-style-type: none"><li>• Identifies a source as primary or secondary inconsistently or with teacher assistance</li><li>• Interprets the meaning of sources inconsistently or with teacher assistance</li></ul>	<ul style="list-style-type: none"><li>• Does not yet identify a source as primary or secondary</li><li>• Does not yet analyze source documents</li></ul>