

# Curriculum Management System

## MONROE TOWNSHIP SCHOOLS

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**Course Name: Middle Eastern Studies**  
**Grade: 11 & 12**

*For adoption by all regular education programs  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy # 2220.*

*Board Approved: 9.10.2014*

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## **Monroe Township Schools Administration and Board of Education Members**

### **ADMINISTRATION**

**Dr. Kenneth R. Hamilton, Superintendent**  
**Dr. Jeff C. Gorman, Assistant Superintendent**

### **BOARD OF EDUCATION**

**Ms. Kathy Kolupanowich, Board President**  
**Mr. Doug Poye, Board Vice President**  
**Ms. Amy Antelis**  
**Ms. Michele Arminio**  
**Mr. Marvin I. Braverman**  
**Mr. Ken Chiarella**  
**Mr. Lew Kaufman**  
**Mr. Tom Nothstein**  
**Mr. Anthony Prezioso**

### **WRITERS NAME**

**Mrs. Allison Driscoll and Mrs. Gail Demarco**

### **CURRICULUM SUPERVISOR**

**Mrs. Bonnie Burke-Caselleto, District K-12 Supervisor of Sciences & Social Studies**

## **Mission, Vision, Beliefs, and Goals**

### **Mission Statement**

**The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.**

### **Vision Statement**

**The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.**

### **Beliefs**

- 1. All decisions are made on the premise that children must come first.**
- 2. All district decisions are made to ensure that practices and policies are developed to be inclusive, sensitive and meaningful to our diverse population.**
- 3. We believe there is a sense of urgency about improving rigor and student achievement.**
- 4. All members of our community are responsible for building capacity to reach excellence.**
- 5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.**
- 6. We believe that collaboration maximizes the potential for improved outcomes.**
- 7. We act with integrity, respect, and honesty with recognition that the schools serves as the social core of the community.**
- 8. We believe that resources must be committed to address the population expansion in the community.**
- 9. We believe that there are no disposable students in our community and every child means every child.**

### **Board of Education Goals**

- 1. Raise achievement for all students paying particular attention to disparities between subgroups.**
- 2. Systematically collect, analyze, and evaluate available data to inform all decisions.**
- 3. Improve business efficiencies where possible to reduce overall operating costs.**
- 4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.**
- 5. Provide early interventions for all students who are at risk of not reaching their full potential.**
- 6. To Create a 21st Century Environment of Learning that Promotes Inspiration, Motivation, Exploration, and Innovation.**

## Common Core State Standards (CCSS)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

### Links:

1. CCSS Home Page: <http://www.corestandards.org>
2. CCSS FAQ: <http://www.corestandards.org/frequently-asked-questions>
3. CCSS The Standards: <http://www.corestandards.org/the-standards>
4. NJDOE Link to CCSS: <http://www.state.nj.us/education/sca>
5. Partnership for Assessment of Readiness for College and Careers (PARCC): <http://parcconline.org>

RH.1-Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.3-Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.4-Determine the meaning of the words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10)

RH.5- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.6-Evaluate the author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.7-Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question and solve a problem.

RH.8-Evaluate an author's premise, claims, and evidence by corroborating or challenging them with other information.

RH.9-Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event , noting discrepancies among sources.

RH. 10-By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.1-Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.2-Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting, graphics, and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided.

WHST.3-Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.

WHST.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.6-Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.7-Conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.9-Draw evidence from informational texts to support analysis, reflection, and research.

WHST.10-Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audience.

## Quarter 1 Middle Eastern Studies

### Unit Topics: Culture and Organization

#### I. Culture and Religion

- a. Elements of religion
- b. The role of religion in current affairs
- c. Religious fundamentalism and extremism

#### II. World Organizations

- a. The increasing global interdependence of modern world
- b. Current global issues
- c. World organizations today
- d. The effects world organizations on current issues

#### III. Emergence of Ancient Civilizations in the Middle East

- a. Link between geography and regional power
- b. Successful tribes in the region
- c. The impact of ancient civilizations on the region

## Quarter 2 Middle Eastern Studies

### Unit Topic: Religion and Dominance

- I. Monotheistic Religions Emerge in the Middle East
  - a. The basic beliefs of Judaism, Christianity, and Islam
  - b. Historical Conflicts among religious groups
  - c. Sources of tension between religious groups
  - d. Modern day religious conflict
  
- II. Middle Eastern History of Foreign Domination
  - a. The Age of Imperialism in the Middle East
  - b. The legacy of colonial rule in the Middle East
  - c. Impact of WWI and WWII on the region
  - d. The Rise of Nationalism in the Middle East
  - e. The Birth of New Nations
  
- III. Conflicts in the Modern Middle East
  - a. Palestinian and Israeli Conflict
  - b. Iranian Revolution
  - c. The Persian Gulf War
  - d. The War in Iraq
  - e. "The Arab Spring"



Stage 1 Desired Results		
<p>Established Goals: Civics, Government and Human Rights 6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations History, Culture, and Perspectives</p> <p>6.2.8.D.4.b Analyze how religion both unified and divided peoples</p> <p>6.2.8.D.4.c Analyze the role religion and economics in shaping each empire social hierarchy, and evaluate the impact these hierarchical structures had on lives of various groups of people.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.12.A.6.d Asses the effectiveness of responses by government and international organization's to tensions resulting from ethnic, territorial, religious and/or nationalist differences</p> <p>RH. 11-12.4 Determine the meaning of works and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>RH. 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH 11-12.7 Integrates and evaluates</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>• Connect their schema about culture and religion and how it has shaped their perspective</li> <li>• Understand that religion has played a major role in shaping our modern world</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• There are fundamental elements that exist in every culture</li> <li>• Religion plays a major role in world affairs</li> <li>• Religion influences peoples' social, political, economic views</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>• Why is culture important?</li> <li>• How has religion shaped the world we live in?</li> <li>• How does religion influence the way people think?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• The elements of culture</li> <li>• The characteristics of major world religions</li> <li>• Basic vocabulary terms associated with regards to religion and culture</li> <li>• The difference between fundamentalism and extremism</li> <li>• Religion in the middle east has shaped their society</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Comparing and contrasting eastern and western religions</li> <li>• Define and explain culture</li> <li>• Analyze primary and secondary sources Utilize IPAD technology to enhance learning</li> </ul>

<p>multiple sources of information presented in diverse formats of media in order to address a question or solve a problem.</p> <p>RH 11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>W.11-12.3-Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail and well-structured event sequences.</p>		
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments;</p> <p><b>4 – Innovating:</b> Student was able to apply knowledge learned during unit, worked independently or collaboratively with group members, and showed effort. All steps of the assignment demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked independently or collaboratively with group members and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during unit with assistance. Student had difficulty working independently or collaboratively with others and did not work to best of ability.</p>	<p>PERFORMANCE TASK (S):</p> <ul style="list-style-type: none"> <li>• Religion Jigsaw Activity</li> <li>• In small group configurations individuals will become “experts” on an assigned religion</li> <li>• Students will regroup to novice groups</li> <li>• Students will report on the major elements of their assigned religion</li> <li>• In the novice groups students will have to create a visual metaphor comparing and contrasting the religions</li> <li>• Students will present their visual metaphors to their peers</li> <li>• Students will be graded through a teacher made rubric as well as through a peer evaluation</li> </ul>
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments;</p> <p><b>4 – Innovating:</b> Student was able to apply knowledge learned during unit, worked independently or collaboratively with group members, and showed effort. All steps of the assignment demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked independently or collaboratively with group members and showed effort. All steps of the assignment</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Tests and quizzes related to factual information from the unit</li> <li>• Understanding of essential questions will be determine through entrance/exit tickets</li> <li>• Essay questions related to essential questions</li> <li>• Unit Benchmark Assessments</li> <li>• Teacher-created scales &amp; rubrics</li> <li>• Performance Assessments</li> <li>• Projects</li> </ul>

<p>demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during unit with assistance. Student had difficulty working independently or collaboratively with others and did not work to best of ability.</p>	
Stage 3 – Learning Plan	
<p style="text-align: center;"><i>Summary of Key Learning Events and Instruction</i></p> <ul style="list-style-type: none"> <li>• <i>Pre-asses—Students will be given a religion inventory in order to determine their knowledge of various world religions</i></li> <li>• <i>Students will be given primary and secondary source readings</i></li> <li>• <i>Students will be given a graphic organizer comparing and contrasting major religions</i></li> <li>• <i>To prepare for meaning students will participate in a philosophical chairs discussion on the difference between fundamentalism and extremism</i></li> <li>• <i>To prepare for meaning students will participate in a simulation in which they will respond to a scenario based on the religious background of a fictitious person</i></li> <li>• <i>Prepare a “gist” in which students develop a cohesive statement reflecting their understanding of how culture influence societal beliefs</i></li> <li>• <i>To prepare for performance task, students will conduct research using IPADS and MTHS databases</i></li> <li>• <i>Teacher will review over rubric for Religion Jigsaw Activity</i></li> </ul>	

Stage 1 Desired Results		
<p>ESTABLISHED GOALS Civics, Government, and Human Rights 6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by government and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>Economics, Innovations and Technology 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p>6.2.12.C. 6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>History, Culture, and Perspectives 6.1.12.D.6.a Assess the roles of increased personal and business electronic communications in creating a "global culture, and evaluate the impact on traditional cultures and values.</p> <p>RH. 11-12.4 Determine the meaning of works and phrases as they are used in a text, including analyzing how an author uses</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>Evaluate the role of world organizations in current affairs</li> <li>Become more aware of global issues and how interdependence will affect the world they live in</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>The modern world is becoming more globally interdependent.</li> <li>There are many global issues in modern world.</li> <li>World organizations try to resolve current global issues</li> <li>Political, social, cultural and economic factors play a role in the relationships between nations</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>How is our world becoming more globally interdependent?</li> <li>What issues are global concerns?</li> <li>Have world organizations been successful in solving issues of global concern?</li> <li>What influences the relationships between nations?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>The factors which have contributed to the emergence of global interdependence</li> <li>The world organizations that exist today and factual information about each</li> <li>The kinds of global issues that exist in the modern world</li> <li>The successes and failure of world organizations to resolve global issues</li> <li>The factors that play a role in forming relationships between nation</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>Comparing and contrasting various world organizations</li> <li>Identifying factors that have influenced the emergence of global interdependence</li> <li>Analyze primary and secondary sources</li> <li>Utilize IPAD technology to enhance learning</li> </ul>

<p>and refines the meaning of a key term over the course of a text.</p> <p>RH. 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH 11-12.7 Integrates and evaluates multiple sources of information presented in diverse formats of media in order to address a question or solve a problem.</p> <p>RH 11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>W.11-12.3-Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail and well-structured event sequences</p>		
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments;</p> <p><b>4 – Innovating:</b> Student was able to apply knowledge learned during unit, worked independently or collaboratively with group members, and showed effort. All steps of the assignment demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked independently or collaboratively with group members and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during unit with assistance. Student had difficulty working independently or collaboratively with others and did not work to best of ability</p>	<p>PERFORMANCE TASK (S):</p> <ul style="list-style-type: none"> <li>GRASP WORLD ORGANIZATION TASK---In small groups students will be given the role of current world organization members. Their task will be to create an action plan in response to a current global issue related to the Middle East. The students will apply what they know about their organization to determine how their organization would respond. Students will need to produce a power point presentation to the “board” outlining their action plan.</li> </ul>
<p><b>Suggested Monitoring Scale:</b> Use the following or similar scale to monitor or evaluate students' daily learning and understanding of key concepts;</p> <p><b>4 –</b> I fully understand my learning and can explain connections. I would be able explain it to someone else.</p> <p><b>3 –</b> I understand my learning and can make some connections, but could use some mnemonics.</p> <p><b>2 –</b> I understand parts of my learning and need help making connections.</p> <p><b>1 –</b> I do not understand my learning and cannot</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>Tests and quizzes related to factual information from the unit</li> <li>Understanding of essential questions will be determine through entrance/exit tickets</li> <li>Essay questions related to essential questions</li> </ul>

<p>make connections, please help.</p> <ul style="list-style-type: none"> <li>• Unit Benchmark Assessments</li> <li>• Teacher-created scales &amp; rubrics</li> <li>• Performance Assessments</li> </ul> <p>Projects</p>	
<p><b>Stage 3 – Learning Plan</b></p> <p><i>Summary of Key Learning Events and Instruction</i></p> <ul style="list-style-type: none"> <li>• Pre-Assess—KWL chart covering current global issues</li> <li>• Primary and secondary source readings</li> <li>• Web Quest covering current global issues</li> <li>• Graphic organizer on the world organizations</li> <li>• Analyzing and creation of political cartoons</li> <li>• Utilization of IPAD and MTHS Databases in preparation for GRASP activity</li> <li>• Teacher will review over rubric for GRASP activity</li> </ul>	



Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Civics, Government and Human Rights</p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations</p> <p>History, Culture, and Perspectives</p> <p>6.2.8.D.4.b Analyze how religion both unified and divided peoples</p> <p>6.2.8.D.4.c Analyze the role religion and economics in shaping each empire social hierarchy, and evaluate the impact these hierarchical structures had on lives of various groups of people.</p> <p>6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by government and international organizations to tensions resulting from ethnic, territorial, religious and/or nationalist differences.</p> <p>RH. 11-12.4 Determine the meaning of works and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>RH. 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Evaluate the importance of ancient civilization on the modern world</li> <li>Trace the evolution of ancient ideas and technologies and their impact on the modern world</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Geography has influenced the development of civilizations in the Middle East.</li> <li>Conquest of a region causes the spread of new ideas and technology</li> <li>Ancient civilizations left a lasting legacy in the Middle East</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does geography influence the development of civilizations?</li> <li>How does conquest influence the spread of new ideas?</li> </ul>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>The geographic characteristics that made the Fertile Crescent a good place for civilization to develop.</li> <li>The achievements of the first empires that arose in Mesopotamia</li> <li>The new ideas and technologies that merged in the Middle East</li> <li>How the Persians developed their empire</li> <li>The lasting legacy of the ancient civilizations in the Middle East</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Comparing and contrasting the various civilizations that emerged in the Middle East</li> <li>Interpret primary and secondary source readings</li> <li>Evaluating geographic characteristics to determine the role it plays in the growth of civilizations</li> <li>Analyze the effects conquest has on a civilization</li> <li>Researching the legacy of ancient civilizations on the modern world utilizing the IPAD and MTHS databases</li> <li>Creating visual representations of their ideas</li> </ul>

<p>RH 11-12.7 Integrates and evaluates multiple sources of information presented in diverse formats of media in order to address a question or solve a problem.</p> <p>RH 11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>W.11-12.3-Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail and well-structured event sequences</p>		
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments;</p> <p><b>4 – Innovating:</b> Student was able to apply knowledge learned during unit, worked independently or collaboratively with group</p>	<p>PERFORMANCE TASK (S):</p> <ul style="list-style-type: none"> <li>Students will choose from one of the following categories: technology, warfare, language, math and science, religion, astronomy, economy, or agriculture. Students will be asked to research an ancient Middle Eastern civilization and their impact on one of the categories listed above. Students will trace the development of the civilizations idea throughout history and connect how that idea has influenced modern times. Students will produce a</li> </ul>	

<p>members, and showed effort. All steps of the assignment demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked independently or collaboratively with group members and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during unit with assistance. Student had difficulty working independently or collaboratively with others and did not work to best of ability.</p>	<p>diagram of their choice illustrating the evolution of the idea or technology throughout history.</p> <ul style="list-style-type: none"> <li>• Student will be graded though a teacher created rubric</li> </ul>
<p><b>Suggested Monitoring Scale:</b> Use the following or similar scale to monitor or evaluate students' daily learning and understanding of key concepts;</p> <p><b>4</b> – I fully understand my learning and can explain connections. I would be able explain it to someone else.</p> <p><b>3</b> – I understand my learning and can make some connections, but could use some mnemonics.</p> <p><b>2</b> – I understand parts of my learning and need help making connections.</p> <p><b>1</b> – I do not understand my learning and cannot make connections, please help.</p> <ul style="list-style-type: none"> <li>• Unit Benchmark Assessments</li> <li>• Teacher-created scales &amp; rubrics</li> <li>• Performance Assessments</li> <li>Projects</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Tests and quizzes related to factual information from the unit</li> <li>• Understanding of essential questions will be determined through entrance/exit tickets</li> <li>• Essay questions related to essential questions</li> </ul>
<p><b>Stage 3 – Learning Plan</b></p> <p><i>Summary of Key Learning Events and Instruction</i></p>	

- Pre-assess- Entrance ticket based on essential questions
- Map activity analyzing the elements that made the fertile crescent a desirable place to settle
- Students will be given primary and secondary source readings
- Graphic organizer comparing and contrasting the various ancient civilizations that emerge in the middle east
- Think, pair, share activity in which students must think about how trade, warfare, and migration spreads ideas and innovations throughout the ancient middle east and connect to ways in which ideas spread today
- Video clips: Civilizations of Mesopotamia (You Tube) and discussion questions
- Students will conduct research in preparation for transfer activity
- Review teacher created rubric for performance task

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b>  Civics, Government, and Human Rights  6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the Organization's ability to solve or mediate international conflicts.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by government and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>Economics, Innovations and Technology  6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p>6.2.12.C. 6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>History, Culture, and Perspectives 6.1.12.D.6.a Assess the roles of increased personal and business electronic communications in creating a "global culture, and evaluate the impact on traditional cultures and values.</p> <p>RH. 11-12.4 Determine the meaning of works and phrases as they are used in a text, including analyzing how an author uses</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>Determine the role of religion in current global conflicts</li> <li>Explain the relationship between Judaism, Islam, and Christianity</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Three major monotheistic religions arose in the Middle East and have strongly influenced its development</li> <li>The religions in the Middle East have been both a unifying and divisive force in the region</li> <li>Religion has shaped history politically, socially, and economically</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>What effects do outward representation of religion and open expressions of religious ritual have on members/non-members?</li> <li>How has religion shaped history?</li> <li>What role does religion played in global conflicts?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li>The basic beliefs of Judaism, Christianity, and Islam</li> <li>The connections between the three religions groups</li> <li>The impact of Islam in the Middle East</li> <li>The role of Muslim women in Middle Eastern society</li> <li>The sources of tension between Jews, Christians, and Muslims</li> <li>The effects of the Crusade in the Middle East</li> <li>Unifying and divisive forces of religion in the Middle East</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>Comparing and contrasting the three monotheistic religions in the Middle East</li> <li>Interpret primary and secondary source readings</li> <li>Analyze the social, political, and economic effects of religion on the Middle East</li> <li>Evaluate the impact of the crusades on the Middle East</li> <li>Describe the differences between Sunni and Shiite Muslims and relate to current events</li> <li>Connecting religion to current conflict in the Middle East</li> <li>Analyze images to understand the relationship of the three monotheistic religions of the Middle East</li> </ul>

<p>and refines the meaning of a key term over the course of a text.</p> <p>RH. 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH 11-12.7 Integrates and evaluates multiple sources of information presented in diverse formats of media in order to address a question or solve a problem.</p> <p>RH 11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>W.11-12.3-Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail and well-structured event sequences</p>		
Stage 2 - Evidence		

Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments;</p> <p><b>4 – Innovating:</b> Student was able to apply knowledge learned during unit, worked independently or collaboratively with group members, and showed effort. All steps of the assignment demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked independently or collaboratively with group members and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during unit with assistance. Student had difficulty working independently or collaboratively with others and did not work to best of ability</p>	<p>PERFORMANCE TASK (S):</p> <ul style="list-style-type: none"> <li>Students will be asked to research a symbol, place, artifact, or religious event that means something to all three religions. Students will be asked to create a power presentation in which they include a visual image of what they chose, an analysis of the image from the three religious perspectives, and an explanation of the tensions the image causes between the three groups. Students will be required to include a viable solution to the problem also.</li> <li>Students will be graded through a teacher created rubric</li> </ul>
<p><b>Suggested Monitoring Scale:</b> Use the following or similar scale to monitor or evaluate students' daily learning and understanding of key concepts;</p> <p><b>4 –</b> I fully understand my learning and can explain connections. I would be able explain it to someone else.</p> <p><b>3 –</b> I understand my learning and can make some connections, but could use some mnemonics.</p> <p><b>2 –</b> I understand parts of my learning and need help making connections.</p> <p><b>1 –</b> I do not understand my learning and cannot make connections, please help.</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>Tests and quizzes related to factual information from the unit</li> <li>Understanding of essential questions will be determined through entrance/exit tickets</li> <li>Essay questions related to essential questions</li> </ul>

- Unit Benchmark Assessments
- Teacher-created scales & rubrics
- Performance Assessments
- Projects

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

- Pre-Assess: Comparing world religions chart
- Web Quest illustrating the emergence of Judaism, Christianity, and Islam
- Activity comparing and contrasting the 10 Commandments and the 5 Pillars of Islam
- Timeline Activity illustrating the emergence of the three religions
- Crusades and Crusaders: Eyewitness Accounts Activity
- Video Clips from learning 360 and You tube illustrating current conflicts in the Middle East regarding religion
- Distribute primary and secondary sources readings
- Socratic Seminar: What role does conflict play in religion?
- To prepare for transfer students will conduct research using the IPAD and MTHS databases
- Review over teacher created rubric



Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b>  Geography, People and the Environment  6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the World.</p> <p>6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.</p> <p>Economics, Innovation, and Technology  6.2.12.C.3.b Analyze interrelationships among Industrial revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>History, Culture, and Perspective 6.2.12.D.3.d  Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>RH. 11-12.4 Determine the meaning of works and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>RH. 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims,</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Determine how the past has helped to shape the modern world.</li> <li>Create IMOVIE documentaries to illustrate the impact of imperialism and make connections to current issues.</li> </ul>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>European nations were interested in colonizing the Middle East for social, political, and economic reasons.</li> <li>Peace settlements of World War I and World War II had a lasting impact on the Middle East.</li> <li>European influence in the Middle East gave rise to nationalist movements in the region.</li> <li>New nations emerged from imperial regions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What causes conflict between nations?</li> <li>What is the legacy of imperialism?</li> </ul>
	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>The social, political, and economic motives behind European interest in the Middle East.</li> <li>The events of World War I that occurred in the Middle East and the role of the Ottoman Empire in the conflict.</li> <li>The effects of World War I and the Paris Peace settlements on the Middle East.</li> <li>The nationalist revolts in the Middle East that emerged during the World</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Critically reading primary and secondary source reading.</li> <li>Analyzing the social, political, and economic motives of European interest in the Middle East.</li> <li>Evaluating the impact of World War I and World War II on the region.</li> <li>Comparing and contrasting the nationalist movements that emerged in the Middle East.</li> </ul>

<p>reasoning, and evidence.</p> <p>RH 11-12.7 Integrates and evaluates multiple sources of information presented in diverse formats of media in order to address a question or solve a problem.</p> <p>RH 11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>W.11-12.3-Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <p>W.11.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail and well-structured event sequences.</p>	<p>War I and II era.</p> <ul style="list-style-type: none"> <li>• The impact of World War II on the Middle East.</li> <li>• The new nations that emerged from imperial regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizing map skills to determine how the map of the Middle East changed during the era of world wars.</li> <li>• Researching the history of a nation to determine the legacy of imperialism.</li> <li>• Utilize IPAD technology to enhance learning.</li> </ul>
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments;	<p>PERFORMANCE TASK (S):</p> <ul style="list-style-type: none"> <li>• Students will choose a current Middle Eastern nation and trace its history during the Age of Imperialism.</li> </ul>	

<p><b>4 – Innovating:</b> Student was able to apply knowledge learned during unit, worked independently or collaboratively with group members, and showed effort. All steps of the assignment demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked independently or collaboratively with group members and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during unit with assistance. Student had difficulty working independently or collaboratively with others and did not work to best of ability.</p>	<ul style="list-style-type: none"> <li>• In small group configurations students will create documentaries in IMOVIE on the IPAD illustrating the legacy of imperialism on the nation they researched.</li> <li>• IMOVIES must include visuals, props, and other components to enhance the documentary.</li> <li>• Students will present IMOVIEs to peers.</li> <li>• Students will be graded through a teacher created rubric</li> </ul>
<p><b>Suggested Monitoring Scale:</b> Use the following or similar scale to monitor or evaluate students' daily learning and understanding of key concepts;</p> <p><b>4</b> – I fully understand my learning and can explain connections. I would be able explain it to someone else.</p> <p><b>3</b> – I understand my learning and can make some connections, but could use some mnemonics.</p> <p><b>2</b> – I understand parts of my learning and need help making connections.</p> <p><b>1</b> – I do not understand my learning and cannot make connections, please help.</p> <ul style="list-style-type: none"> <li>• Unit Benchmark Assessments</li> <li>• Teacher-created scales &amp; rubrics</li> <li>• Performance Assessments</li> </ul>	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Written assessments with tiered questioning.</li> <li>• Homework quizzes on selected readings.</li> <li>• Create a political cartoon illustrating opinion on the discovery of oil in the Middle East.</li> <li>• Socratic Seminar debating the effects of Imperialism on the Middle East.</li> </ul>

- Projects

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

- Pre-assess: Complete K-W-L to assess students' prior knowledge and identify further student-identified learning goals.
- Take notes on a PowerPoint/lecture presentation.
- Read and take notes on various sections of the textbook.
- Quick Write- Student will assume the role of European imperialist and must answer the following question: Why are you interested in colonizing the Middle East?
- Students will read articles covering the discovery of oil in the Middle East in order to write an editorial commenting on the future of the Middle East because of oil.
- Timeline activity in which students will identify key events in the Middle East during World War I.
- Students will read excerpts from the *Treaty of Sevres*, *Wilson's 14 Points* and complete discussion questions.
- Map activity in which students illustrate the mandates established and answer discussion questions.
- Jigsaw Activity: World War II and its aftermath.
- Political Cartoon Analysis
- Students will conduct research to prepare for IMOVIE documentaries using IPADS and MTHS databases.
- Review over rubric in order to prepare students for performance task.

Stage 1 Desired Results				
<p>ESTABLISHED GOALS</p> <p>Civics, Government, and Human Rights</p> <p>6.2.12.A.6a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b. Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.c. Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p>6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>History, Culture, and Perspectives</p> <p>6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>RH. 11-12.4 Determine the meaning of works and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"><li>• Determine how the past has helped to shape the modern world.</li><li>• Understand the global impact of events that have taken place in the Middle East.</li><li>• Create news broadcasts covering events taking place within the Middle East that are shaping the world they live in.</li></ul>			
	<p><b>Meaning</b></p> <table><tr><td><p>UNDERSTANDINGS</p><p><i>Students will understand that...</i></p><ul style="list-style-type: none"><li>• Competing ideologies have led to conflict in the Middle Eastern Region.</li><li>• Social, political, and economic problems have caused revolution to occur.</li><li>• The issues affecting the Middle Eastern region have had a global impact</li></ul></td><td><p>ESSENTIAL QUESTIONS</p><ul style="list-style-type: none"><li>• What causes conflict between nations?</li><li>• How does the Middle East affect the world today?</li><li>• What causes revolution?</li></ul></td></tr></table>		<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• Competing ideologies have led to conflict in the Middle Eastern Region.</li><li>• Social, political, and economic problems have caused revolution to occur.</li><li>• The issues affecting the Middle Eastern region have had a global impact</li></ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"><li>• What causes conflict between nations?</li><li>• How does the Middle East affect the world today?</li><li>• What causes revolution?</li></ul>
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	<p><b>Acquisition</b></p> <table><tr><td><p><i>Students will know...</i></p><ul style="list-style-type: none"><li>• The causes of the Arab-Israeli conflict.</li><li>• Important events, terms, and people related to the Arab-Israeli conflict.</li><li>• The current issues related to the Arab-Israeli conflict and its global impact.</li><li>• The causes of the Iranian Revolution.</li><li>• Important events, terms, and people related to the Iranian Revolution.</li><li>• The impact of the Iranian Revolution.</li><li>• The causes of the Persian Gulf crisis and its effects.</li><li>• The causes and effects of the war in Iraq.</li><li>• Important events, terms, and people related to the war in Iraq.</li><li>• The global impact of the war in Iraq.</li><li>• The causes and the effects of the Arab Spring.</li></ul></td><td><p><i>Students will be skilled at...</i></p><ul style="list-style-type: none"><li>• Critically reading primary and secondary source readings.</li><li>• Utilizing map skills to determine how the map of the Middle East has changed.</li><li>• Analyzing the causes of conflicts such as the Arab-Israeli conflict, Iranian Revolution, Persian Gulf Crisis, and the War in Iraq.</li><li>• Comparing and contrasting the impact of the Arab Spring on Middle Eastern nations that have been affected.</li><li>• Utilizing IPAD technology to enhance learning.</li><li>• Researching current issues within the Middle East to determine their global impact.</li></ul></td></tr></table>		<p><i>Students will know...</i></p> <ul style="list-style-type: none"><li>• The causes of the Arab-Israeli conflict.</li><li>• Important events, terms, and people related to the Arab-Israeli conflict.</li><li>• The current issues related to the Arab-Israeli conflict and its global impact.</li><li>• The causes of the Iranian Revolution.</li><li>• Important events, terms, and people related to the Iranian Revolution.</li><li>• The impact of the Iranian Revolution.</li><li>• The causes of the Persian Gulf crisis and its effects.</li><li>• The causes and effects of the war in Iraq.</li><li>• Important events, terms, and people related to the war in Iraq.</li><li>• The global impact of the war in Iraq.</li><li>• The causes and the effects of the Arab Spring.</li></ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"><li>• Critically reading primary and secondary source readings.</li><li>• Utilizing map skills to determine how the map of the Middle East has changed.</li><li>• Analyzing the causes of conflicts such as the Arab-Israeli conflict, Iranian Revolution, Persian Gulf Crisis, and the War in Iraq.</li><li>• Comparing and contrasting the impact of the Arab Spring on Middle Eastern nations that have been affected.</li><li>• Utilizing IPAD technology to enhance learning.</li><li>• Researching current issues within the Middle East to determine their global impact.</li></ul>
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<p>RH. 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH 11-12.7 Integrates and evaluates multiple sources of information presented in diverse formats of media in order to address a question or solve a problem.</p> <p>RH 11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>W.11-12.3-Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail and well-structured event sequences.</p>		
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## Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p><b>Suggested Performance Rubric:</b> Use the following or similar rubric to evaluate students' performance on lesson assessments;</p> <p><b>4 – Innovating:</b> Student was able to apply knowledge learned during unit, worked independently or collaboratively with group members, and showed effort. All steps of the assignment demonstrated application, innovation, and higher leveled thinking.</p> <p><b>3 – Applying:</b> Student worked independently or collaboratively with group members and showed effort. All steps of the assignment demonstrated student could apply new knowledge.</p> <p><b>2 – Developing:</b> Student was able to work individually or collaboratively most of the time, and showed some effort. The steps in the assignment demonstrated student could apply most of the knowledge learned throughout unit.</p> <p><b>1 – Beginning:</b> Student was only able to apply new knowledge learned during unit with assistance. Student had difficulty working independently or collaboratively with others and did not work to best of ability</p>	<p>PERFORMANCE TASK (S):</p> <ul style="list-style-type: none"> <li>Students will imagine that they are a journalist covering the effects of the Arab Spring in a Middle Eastern Nation (Libya, Egypt, Syria, Yemen, Bahrain, and Jordan)</li> <li>Students will create news broadcasts covering the major events using the IMOVIE feature on the IPAD.</li> <li>Students will present the news broadcasts to their peers.</li> <li>Students will be grade through a teacher created rubric.</li> </ul>
<p><b>Suggested Monitoring Scale:</b> Use the following or similar scale to monitor or evaluate students' daily learning and understanding of key concepts;</p> <p><b>4 –</b> I fully understand my learning and can explain connections. I would be able explain it to someone else.</p> <p><b>3 –</b> I understand my learning and can make some connections, but could use some mnemonics.</p> <p><b>2 –</b> I understand parts of my learning and need help making connections.</p> <p><b>1 –</b> I do not understand my learning and cannot</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>Written assessments with tiered questioning.</li> <li>Homework quizzes on selected readings.</li> <li>Socratic Seminar debating the war in Iraq: A victory or a defeat?</li> </ul>

<p>make connections, please help.</p> <ul style="list-style-type: none"> <li>• Unit Benchmark Assessments</li> <li>• Teacher-created scales &amp; rubrics</li> <li>• Performance Assessments</li> <li>• Projects</li> </ul>	
<h3>Stage 3 – Learning Plan</h3> <p><i>Summary of Key Learning Events and Instruction</i></p> <ul style="list-style-type: none"> <li>• <i>Pre-assessment-entrance tickets based on essential questions.</i></li> <li>• <i>Read and take notes on various sections of the textbook.</i></li> <li>• <i>Students will take notes during Power point lectures on the Iranian Revolution, Persian Gulf Crisis, and the War in Iraq.</i></li> <li>• <i>Scholastic Reading: the Arab-Israeli conflict and discussion questions.</i></li> <li>• <i>Map activity illustrating how the borders of Israel and Palestine have changed throughout the course of the Arab-Israeli conflict.</i></li> <li>• <i>Political Cartoon Analysis: The Arab-Israeli conflict.</i></li> <li>• <i>View BBC Documentary –Birth of the Israeli state to create timeline to illustrate events of the Arab-Israeli Conflict.</i></li> <li>• <i>Students will complete a web-quest covering the Iranian Revolution to write a news article covering how an American ally became one of its biggest adversaries.</i></li> <li>• <i>Students will view clips from documentary “Saddam Hussein-America’s Best Enemy” to write a brief biography summarizing the life of Saddam Hussein and his historical significance.</i></li> <li>• <i>Students will use research skills to prepare for the Socratic Seminar debating the war in Iraq: A victory or a defeat?</i></li> <li>• <i>Jigsaw Activity: The Arab Spring.</i></li> <li>• <i>Political Cartoon Analysis: Students will analyze different political cartoons covering the Arab Spring.</i></li> <li>• <i>Students will conduct research using MTHS databases to prepare for news broadcasts covering the Arab Spring.</i></li> </ul>	



## Benchmark Assessment Quarter 1

1. Students will demonstrate an understanding of quarterly goals by completing a portfolio project in which students will be evaluated based on their progress. The portfolio project will be graded through a teacher created rubric.

## Benchmark Assessment Quarter 2

1. Students will demonstrate an understanding of quarterly goals by completing a portfolio project in which students will be evaluated based on their progress. The portfolio project will be graded through a teacher created rubric