

Hayat Universal Bilingual School Course Overview

Subject: Comparative Cultures

Grade Level: 12

Unit -Time	BC Big Ideas (Understand)	BC Curricular Competencies (Do)	BC Content (Know) <i>Recommended Foci in Bold Text</i>	Instructional Strategies/ Learning Activities	Materials & Resources	Assessment Methods/Assessment Date	Key Vocabulary
KWL Chart Lectures Read Aloud Features Posters Presentations & Gallery walk Timelines Close/critical/guided reading of non-fiction texts SMART Reading Strategies (reading as thinking): Prior Knowledge Predictions Questions	<p>Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.</p> <p>Interactions between belief systems, social organization, and languages influence artistic expressions of culture</p> <p>Geographic and environmental factors influenced the development of agriculture, trade, and increasingly</p>	<p>Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)</p>	<p>Definitions of culture and how these have changed over time</p> <p>Elements of culture and cultural expressions: Sample topics:</p> <p>— language</p> <p>— key forms of artistic expression</p> <p>— use of symbols and imagery</p> <p>Conflict and conflict resolution within and between cultures:</p> <p>— conquest of territory and the</p>	Lectures Watching Videos Making Videos Creation of models Scavenger Hunts Research Projects Categorisation Tables Source Analysis Image Analysis Debate Guided research Independent	<p>B.C. New Curriculum with Elaborations</p> <p>Teacher Generated Materials</p> <p>Video clips</p> <p>Original Sources</p> <p>Excerpts from classical works</p> <p>Copies of classic works of art</p> <p>Online resources</p> <p>Supplemental Articles</p> <p>Laptops</p>	<p>Assessment for Learning: Question, Observe & Explore, Discussions, Entrance/Exit Slips, & Review & Reflection sheets (KWL Charts).</p> <p>Assessment as Learning: Self Reflection & Self-Assessment Rubrics & Checklists, Verbal Reporting, & Reflection Sheets.</p> <p>Assessment of Learning: Quizzes, Tests,</p>	<p>Unit 1: Fossils, Artifacts, Primary Documents, Secondary Documents, Archaeologist Anthropologists Paleontologist Paleanthropologists Natural Selection, Hominids, Neolithic Revolution.</p> <p>Unit 2: City-state, cuneiform, Hammurabi's Code, Theocracy, Anthropomorphic, Polytheistic, ziggurat, Legend, Mythology, Oracles, Scribe, Artisan, monogamy, Epics, Mosaics, Relief Carvings, Metallurgy, Wadis, Dynasty, Pharaoh, Hieroglyphs, Monarchy, Empire, Coronation, Monarch, Religious Cult, Ankh, Mummification, Sarcophagus, Valley of the Kings, hieratic writing, demotic writing,</p> <p>Unit 3 Minoans, Bronze Age, Knossos, Frescos, Linear A, Linear B, Myceneans, Trojan</p>

<p>Connection s Images (visualizations) Inferences What's Important Big Ideas Metacognition/reflections</p> <p>-Graphic organizers to aid in the understanding, analysis, and extraction of information from non-fiction texts.</p> <p>-Jigsaw, Placemat, Carousel, Gallery Walk, "Say Something" Share & Compare Activities</p> <p>-In class discussions, debates, think-pair-</p>	<p>complex cultures.</p> <p>Value systems and belief systems shape the structures of power and authority within a culture.</p>	<p>Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</p> <p>Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)</p> <p>Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences</p>	<p>treatment of conquered people — martial alliances and diplomacy — conflicts over values or ideas</p> <p>Systems of power, authority, and governance: — leadership roles within cultures — informal and formal leadership — institutions of authority — process for making and enforcing laws</p> <p>Role of value systems and belief systems in the development of cultures: — religious doctrines — values and morals — philosophical</p>	<p>Research Carousel Round Robins Illustration Blind leading the blind</p>	<p>School's encyclopedia sets Supplemental Readings Chrome Books Kahoot World Civilization Textbook Crash Course World History Videos</p>	<p>Projects, Presentations, Written Response Questions, & Persuasive Essays on Social Studies content graded by BC Social Studies Essay Writing Criteria.</p> <p>Unit 4 Feudalism, Holy Roman Empire, Dynasty, Magna Carta, Heretic, Chivalry, Normandy, Saladin v Richard, Hundred Years War, House of Lords, House of Commons, Estates General, Excommunication, Vassal, Bailiff, Reeve, Peasant, Surf, Freeman, Common Law, Tithe, Purgatory, Inquisition, Oath of Homage, Byzantine Empire, Justinian Code, Greek Orthodox, Mecca, Medina, Jihad, Bedouin Tribes, Khalifs, Khalifate, Abbasids, Turkish Muslims, Mughals, Shari'a, Kanun, 5 Pillars, Limited Polygamy,</p>	<p>War, Triremes, Marathon, Attica and the Delian League, Macedonia, Phalanx, Archon, Tyrant, Hoplite, Ostracism, Oligarchy, Draconian, Mythology, Oracle of Delphi, Parthenon, Helots, Agora, Symposium, Rome: Etruscan, Aqueducts, Law of Twelve Tables, Plebians, Republic, Citizen, Triumvirate, Princeps, Pax Romana, Colosseum, Circus Maximus, Patrician, Legion, Carthaginians Gaul, Barbarian, Consuls, Tribune, Praetor, Magistrates, Dioceses, Constantine & Constantinople, Christianity: pogroms, martyrs, list of citizens, Mosaic</p>
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<p>share, speeches, & group presentations.</p> <p>- Paragraph, personal, & essay responses to course material.</p> <p>-Projects: individual/group, creative, visual, written, & multi-media. KWL Chart</p>		<p>(cause and consequence)</p> <p>Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</p> <p>Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)</p>	<p>beliefs — myths, legends, and heroes</p> <p>Interactions and exchanges between cultures: — exchanges of ideas and cultural transmission – Elaborations Grade 12 — spread of technologies — spread of religion and philosophy — land-based and sea-based trade between cultures</p>				<p>Unit 6 Middle Kingdom, Yangtze and Yellow Rivers, Grand Canal, Nomads of the Steppes, Emperor, Empress Wu, Great Wall, Mandate of Heaven, Qi, Fengshui, Shogun, Samurai, Taiho Code, Animistic Religion, kami, Torii,</p> <p>Unit 7 Mayans, Temple of the Jaguars, Chichen Itza, Mayan-Toltec, Halach Uinic, Theocracy, Flat World, Polytheistic, Hieroglyphs, Primogeniture, Milpas, Ideographic, Incan, Viracocha, Pachacuti, Topa Inca, Francisco Pizarro, Atahualpa, Vircocha,</p>
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