



MIDDLE SCHOOL COURSE OUTLINE

Department	History/Social Science	Course Code	2130
Course Title	Ancient World History		
Abbreviation	ANC WRLD HIST	Grade Level	6
Course Length	1 Year	Co-requisites	None
Prerequisites	None		

Course Description:

The 6th grade year is a study of ancient world history and geography. Students study the development of world civilizations in the Eastern Hemisphere, beginning with Early Humankind and the Neolithic Revolution through the development of the first major civilizations.

All units include an examination of the impact of economics, politics, and social history on the developing world. The five themes of geography (location, movement, region, place, and human-environmental interaction) are woven into all the units, with emphasis on how geography affected the development of these civilizations.

Students will learn about related careers in history/social science.

GOALS:

- Apply skills and content to the real world and develop an interest in pursuing history, social science and related careers.
- Analyze the relationships between social, political, historical perspective, geography and economic events as outlined in the content standards.
- Explain that present day history is a result of the struggles and triumphs of men and women who lived in other times and places.
- Understand historical events from multiple perspectives through the use of primary and secondary sources, and non-fiction and historical literature.
- Discuss controversial issues in an objective, respectful and empathetic manner.
- Demonstrate cause and effect relationships of historical events and their impact on the Ancient World.
- Use technology as a research tool.
- Use designated strategies to develop and enhance their academic literacy.

State Content Standards

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. (CST)
- 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. (CST)
- 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. (CST)

- 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. (CST)
- 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India. (CST)
- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China. (CST)
- 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. (CST)

District Performance Standard

The Long Beach Unified School District has common assessments and assignments that are required for sixth grade Ancient World History. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the proficient level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

Proficiency Criteria

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
Tests and Quizzes	Below 60%	60-69%	70-84%	At least 85%
Anchor Tasks (Rubric Score)	1	2	3	4
Research Paper (Rubric Score)	1	2	3	4
Cumulative Final Exam	Below 45%	45-59%	60-84%	At least 85%

OUTLINE OF CONTENT AND TIME ALLOTMENT:

The units identified are based on the California State History/ Social Science Framework and Content Standards.

The time allotment reflects 33 weeks of content instruction. This allows for teacher discretion and flexibility for embedding the Research Paper and required writing assessments into classroom instruction.

Unit One: The Earliest Human Societies

4 weeks

Standard 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
<p>6.1</p> <p>1. Describe the hunter-gather societies, including the development of tools and the use of fire.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.</p>	<ul style="list-style-type: none"> ▪ Hunter-Gathers Societies ▪ Development of communities ▪ Cause and effect relationship between environment and humans ▪ Change from settlements to civilizations ▪ Elements of a civilization ▪ Historical Evidence ▪ Evaluation of Sources ▪ Archaeological Methods ▪ Methods used in dating artifacts ▪ Archaeology <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Hunter-gatherer • Paleolithic Era • Technology • Ice Age • Migrate • Neolithic • Agriculture • Domesticate • Specialization • Surplus • Civilization • Trade 	<p><u>World History: Ancient Civilizations</u></p> <p>Chapter 1 The Tools of History Pgs. 4-45</p> <p>Overview of Resources Pg. 3B - TE</p> <p>Chapter 2 The Earliest Human Societies pgs. 46-73</p> <p>Overview of Resources Pg. 45B - TE</p> <p>TCI <u>The Early Humans</u></p>	<ul style="list-style-type: none"> ▪ Prehistoric Times Artifact Kits ▪ Prehistoric Tools ▪ IMW: Files and Teaching Resources. <p>Items available at History Resource Center TRC Room 11</p>

Unit Two: Early civilizations of Southwest Asia – Mesopotamia

4 weeks

Standard 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
<p>6.2</p> <p>1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p>	<ul style="list-style-type: none"> ▪ Influence of rivers and the use of irrigation ▪ Economics and farming ▪ Importance of written language 	<p><u>World History: The Ancient Civilizations</u></p> <p>Chapter 3</p>	<ul style="list-style-type: none"> ▪ Ancient Mesopotamia Artifact Kit ▪ IMW Files and Teacher Resources

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
<p>2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</p> <p>4. Know the significance of Hammurabi's Code.</p>	<ul style="list-style-type: none"> ▪ Polytheism and religious beliefs ▪ Political structure ▪ Laws and rules of government ▪ Achievements and influences on society <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Fertile Crescent ▪ Irrigation ▪ Silt ▪ Drought ▪ Tigris River ▪ Euphrates River ▪ Cuneiform ▪ Scribe ▪ City-state ▪ Ziggurat ▪ Empire ▪ Unification ▪ Code of Law ▪ Aqueduct ▪ Artisans ▪ Merchants ▪ Moat ▪ Taxes 	<p>Ancient Mesopotamia pgs. 78-107</p> <p>Overview of Resources Pg. 77B - TE</p> <p>Chapter 4 Early Empires pgs. 108-138</p> <p>Overview of Resources Pg. 107B - TE</p> <p>TCI <u>Early Humans</u></p> <p>TCI <u>Ancient Egypt and the Near East</u></p>	<p>Items available at History Resource Center TRC Room 11</p>

Unit Three: Ancient Egypt

4 weeks

Standard 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
<p>6.2</p> <p>5. Discuss the main features of Egyptian art and architecture.</p> <p>6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley.</p> <p>7. Understand the significance of Queen Hatshepsut and Rames the Great.</p> <p>8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.</p> <p>9. Trace the evolution of language and its written forms.</p>	<ul style="list-style-type: none"> ▪ Influence of the Nile River on development of society ▪ The hierarchy and social structure of Egyptian Society. ▪ Impact of religious beliefs on daily life in Egypt ▪ Importance of a writing system ▪ Trade and diffusion of ideas and culture <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Nile River ▪ Memphis ▪ Thebes ▪ Unification ▪ Pharaoh ▪ Social Pyramid ▪ Pyramids 	<p><u>World History: Ancient Civilizations</u></p> <p>Chapter 5 Ancient Egypt pgs. 142-183</p> <p>Overview of Resources Pg. 141B - TE</p> <p>Chapter 6 Kush and Other African Kingdoms pgs. 184-209</p> <p>Overview of Resources Pg. 183B -- TE</p>	<ul style="list-style-type: none"> ▪ Ancient Egypt Artifact Kit ▪ Slides of "Treasures of Tutankhamun" ▪ Archiblocks ▪ Book-Fun with Hieroglyphics ▪ Kids Amid the Pyramids. ▪ Egyptian spinning and weaving kit ▪ Activity Guides <p>Items available at History Resource Center TRC Room 11</p>

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
	<ul style="list-style-type: none"> ▪ Temples ▪ Afterlife ▪ Hieroglyphics ▪ Papyrus ▪ Economy ▪ Gift of the Nile ▪ Expedition 	<p>TCI <u>Ancient Egypt and the Near East</u></p>	

Unit Four: Ancient China

4 weeks

Standard 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
<p>6.6</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. 2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. 3. Know the life of Confucius and the fundamental teachings of Confucianism and Daoism. 4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. 5. List the policies and achievements of the Emperor Shi Huangdi in unifying northern China under the Qin Dynasty. 6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. 7. Cite the significance of the trans-Eurasia silk road in the period of the Han Dynasty and Roman Empire and their locations. 8. Describe the diffusion of Buddhism northward to China during the Han Dynasty 	<ul style="list-style-type: none"> ▪ Geography of China influence on settlement ▪ Silk Road, Trade, Diffusion of Ideas (Buddhism) ▪ Confucianism and its influence on Societal Beliefs, Social Structure and Politics ▪ Achievements of China and impact on the world ▪ Legalism and Daoism <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Loess ▪ Levee ▪ Erosion ▪ Famine ▪ Steppe ▪ Plain ▪ Silk Road ▪ Diffusion ▪ Silk ▪ Dynasty ▪ Noble ▪ Commoners ▪ Emperor ▪ Great Wall of China ▪ Seismograph ▪ Oracle Bones ▪ Mandate of heaven ▪ Bureaucracy 	<p><u>World History: Ancient Civilizations</u></p> <p>Chapter 8 Ancient China pgs. 248-283</p> <p>Overview of Resources Pg. 247B - TE</p> <p>TCI <u>Ancient China</u></p>	<ul style="list-style-type: none"> ▪ Ancient China Artifact Kit <p>Items available at History Resource Center TRC Room 11</p>

Unit Five: Ancient India

4 weeks

Standard 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
<p>6.5</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. 2. Discuss the significance of the Aryan invasions. 3. Explain the major beliefs and practices of Brahmanism in India and how they evolve into early Hinduism. 4. Outline the social structure of the cast system. 5. Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon and Central Asia. 6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka 7. Discuss important aesthetic and intellectual traditions. 	<ul style="list-style-type: none"> ▪ Influence of Geography on Settlement, Trade and Cultural Diffusion ▪ The Caste System ▪ Hinduism and Buddhism Influence on Society <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Subcontinent ▪ Indus River ▪ Indus Valley ▪ Citadel ▪ Mohenjo-Daro ▪ Harappa ▪ City planning ▪ Caste system ▪ Vedas ▪ Reincarnation ▪ Karma ▪ Dharma ▪ Shrine ▪ Meditate ▪ Monk ▪ Noble truths ▪ Eightfold Path ▪ Middle Way ▪ Monastery ▪ Siddhartha Gauthama ▪ Asoka ▪ Aryans ▪ Nirvana 	<p><u>World History: Ancient Civilizations</u></p> <p>Chapter 7 Ancient India pgs. 214-247</p> <p>Overview of Resources Pg. 213B - TE</p> <p>TCI <u>Ancient India</u></p>	<ul style="list-style-type: none"> ▪ Ancient India Artifact Kit ▪ Many musical instruments ▪ Spinning wheel (Charkha Wheel) <p>Items available at History Resource Center TRC Room 11</p>

Unit Six: Ancient Israel

2 weeks

Standard 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
<p>6.3</p> <ol style="list-style-type: none"> 1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one god who sets down moral law 	<ul style="list-style-type: none"> ▪ Connections to civilizations studied before (Mesopotamia and Egypt) ▪ Location and geography of Ancient Canaan (Israel) 	<p>World History: Ancient Civilizations</p> <p>Chapter 10 Hebrew Kingdoms</p>	<ul style="list-style-type: none"> ▪ Ancient Israelites Hanukkah Celebration Box ▪ Book– Israel and the Culture ▪ Activity Guides

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
<p>for humanity.</p> <p>2. Identify the sources of ethical teachings and central beliefs of Judaism. Belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.</p> <p>3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.</p> <p>4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.</p> <p>5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.</p>	<ul style="list-style-type: none"> ▪ Prophets (Abraham, Moses) and Judaism (monotheism) ▪ Significance of the Torah and Ten Commandments ▪ Beginnings of Christianity ▪ Judaism <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Jordan River ▪ Sea of Galilee ▪ Dead Sea ▪ Mediterranean Sea ▪ Covenant ▪ Monotheism ▪ Prophet ▪ Exodus ▪ The Exile ▪ Torah ▪ Ten Commandments ▪ Old Testament ▪ Bible ▪ Messiah ▪ Christianity ▪ Diaspora 	<p>pgs. 320-349</p> <p>Overview of Resources Pg. 319B - TE</p> <p>TCI Ancient Egypt and the Near East</p>	<p>Items available at History Resource Center TRC Room 11</p>

Unit Seven: Ancient Southeast Asia

2 weeks

In this unit Southeast Asia is explored as a unique and diverse region. Emphasis is placed on how interaction and trade with China and India influenced the indigenous populations through the diffusion of religion, culture, technology and ideas.

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
<ul style="list-style-type: none"> • Locate and describe the geography of Southeast Asia. • Trace the spread of Hinduism, Buddhism, Islam and Christianity into Southeast Asia. • Describe the role of trade in the development of the cultures in Southeast Asia. 	<ul style="list-style-type: none"> • The role of geography • The religions of Southeast Asia • The role of trade <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Vietnam • Khmer Empire • Angkor Wat 	<p>Vietnam the Culture</p> <p>Southeast Asia: Past and Present</p> <p>Calliope Angkor Wat</p> <p>Supplemental Sources World History Medieval and Early Modern Times</p> <p>pgs. 274-279</p>	

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
		<u>World Explorer</u> <u>Asia and the Pacific</u> Pgs. 60-75 Pgs. 87-91 Pgs. 101-105 Pgs. 110-113	

Unit Eight: Ancient and Classical Greece

4 weeks

Standard 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

Curriculum Objective Sub-standard	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
6.4 1. Discuss the connections between geography and development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in Ancient Greece. 3. State the differences between Athenian, or direct, democracy and representative democracy. 4. Explain the significance of Greek Mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, 5. Outline the founding, expansion, and political organization of the Persian Empire. 6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persia and Peloponnesian Wars. 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. 8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).	<ul style="list-style-type: none"> ▪ Influence of geography on civilization and expansion, trade and diffusion ▪ Roots of democracy. ▪ Cultural Achievements and Contributions <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Peninsula ▪ Phoenicians ▪ Mediterranean Sea ▪ Polis ▪ Acropolis ▪ Agora ▪ Citizen ▪ Oligarchy ▪ Monarchy ▪ Democracy ▪ City-state ▪ Mount Olympus ▪ Philosophy ▪ Assembly ▪ Peloponnesian War ▪ Jury 	<u>World History Ancient Civilizations</u> Chapter 11 Ancient Greece pgs. 350-387 Overview of Resources Pg. 349B - TE Chapter 12 Classical Greece pgs. 388-421 Overview of Resources Pg. 387B - TE TCI <u>Ancient Greece</u>	<ul style="list-style-type: none"> ▪ Greek Newspapers ▪ History Edition ▪ Art and Architecture ▪ Society ▪ Culture ▪ Video-Greek Lost Civilizations (Time Life) ▪ Activity Guides <p>Items available at History Resource Center TRC Room 11</p>

Unit Nine: Ancient Rome

4 weeks

Standard 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Curriculum Objective	Essential Concepts & Vocabulary	Textbook and Supplemental Materials	Primary Sources, Artifacts, Realia
<p>6.7</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Julius Caesar, Cicero. 2. Describe the government of the Roman Republic and its significance. 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire. 4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. 5. Trace the migration of Jews around the Mediterranean regions and the effects of their conflict with the Romans, including the Roman's restrictions on their right to live in Jerusalem. 6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs. 7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law. 	<ul style="list-style-type: none"> ▪ Influence of geography on the settlement in Ancient Rome ▪ Expansion of the Empire, internal problems and the decline ▪ Rise, spread and influence of Christianity <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ▪ Alps ▪ Apennine Mts. ▪ Tiber River ▪ Plebian ▪ Patrician ▪ Republic ▪ Representative ▪ Senate ▪ Tribune ▪ Consul ▪ Twelve Tables ▪ Forum ▪ Punic Wars ▪ Carthage ▪ Pax Romana ▪ Dictator ▪ Aqueducts ▪ Census ▪ Gladiators ▪ Coliseum ▪ Gospel ▪ Disciple ▪ Resurrection ▪ Crucifixion ▪ Bishop ▪ Pope ▪ Catholic 	<p><u>World History: Ancient Civilizations</u></p> <p>Chapter 13 The Rise of Rome pgs. 426-461</p> <p>Overview of Resources Pg. 425B - TE</p> <p>Chapter 14 The Birth of Christianity pgs. 462-489</p> <p>Overview of Resources Pg. 461B - TE</p> <p>Chapter 15 Rome's Decline and Legacy pgs. 490-523</p> <p>Overview of Resources Pgs. 489B - TE</p> <p>TCI <u>Ancient Rome</u></p>	<ul style="list-style-type: none"> ▪ Rome Newspapers ▪ Empire Edition ▪ Legacy Edition ▪ Daily Life Edition ▪ Engineering and Architectural Edition. ▪ Video-Rome Lost Civilization (Time Life) ▪ Archiblocks ▪ Roman Engineering ▪ Activity Guides <p>Items available at History Resource Center TRC Room 11</p>

APPLICATION TO COURSE CONTENT

Career Connection:

Related Career Titles

Examples of Job Titles for History Majors:

Some of these jobs require education beyond the bachelor's degree.

Anthropologist	FBI / CIA Agent	Journalist
Archaeologist	Foreign News Correspondent	Lawyer
Archivist	Foreign Service Officer	Lecturer
Biographer	Genealogist	Legal Assistant / Paralegal
Clergy	Government Official	Librarian
Community Relations Director	Historian	Lobbyist
Congressional Aide	Historic Preservationist	Market Research Analysis
Consumer Advocate	Historic Site Tour Guide	Media Consultant
Counselor	Historical Society Staff	Museum Curator
Criminologist	Sociologist	Museum Tech. & Specialist
Demographer	Insurance Agent / Broker	Park Ranger
Economist	Intelligence Analyst	Peace Corps / Vista
Editor	International Relations	Political Scientist
Psychologist	Teacher, Social Studies	Urban Administrator
Public Relations Specialist	Technical Writer	Urban Planner
Research Assistant	Travel Agent	Writer / Author

Related History Major Skills

Explaining Ideas	Interpreting events and ideas
Writing and presenting information	Examining evidence
Analyzing ideas and information	Developing a world view
Explaining the present by referring to the past	Decision making
Seeing relationships between factors	

METHODS: A variety of instructional strategies are used to accommodate all learning styles. Lesson plans reinforce academic literacy and social studies skills while learning historical content.

Lesson Design and Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Telling Objective Terminal Objective Purpose Input Modeling Check For Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking For Understanding occurs continually; Input, Modeling, Guided Practice and Closure may occur several times. There may even be more than one Anticipatory Set when more than one content piece is introduced. The five parts of an objective are: Content, Level of Cognition, Proving Behavior, Conditions, and Levels of Performance.

Active Participation Strategies for insuring consistent, simultaneous involvement of the minds of all students

Covert Strategies

- Recall
- Imagine
- Observe
- Consider

Overt Strategies

- Restate in Journal/Notes
- Hand Signals
- Model with Manipulatives
- Cooperative Groups
- Choral Response

- Stand Up/Sit Down
- Response Boards
- Graphic Organizers
- Give One/Get One
- Point to Examples

- Idea Wave
- Pair-Share
- Folded Paper
- "Foggiest" Point
- Brainstorm

Baldrige Quality Tools

- Affinity Diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Matrix/Rubric
- Scatter Diagram

Significant, Proven History/Social Science Strategies for ALL History/ Social Science Students

- Hands-On Labs
- Inquiry Activities
- Written/Oral Presentations
- Short/Long-term projects
- Essential Questions
- Summarization
- Current Events
- Peer Teaching
- Guest Speakers

Reading Strategies in History/Social Science

- Learning Logs
- Pre-teaching
- Vocabulary
- Pre-reading
- Text Structures
- Trail Markers
- Reciprocal Teaching
- Functional Text
- Anticipation Guides

SDAIE Strategies for English Learners

- Tapping/Building Prior Knowledge (Graphic Organizers, Schema)
- Grouping Strategies
- Multiple Intelligences
- Adapt the Text
- Interactive Learning (Manipulatives, Visuals)
- Acquisition Levels
- Language Sensitivity
- Lower the Affective Filter (including Processing Time)
- Home/School Connection (including Cultural Aspects)

Differentiation for Advanced Learners

- Curriculum Compacting
- Tiered Assignments
- Flexible Grouping
- Acceleration
- Depth and Complexity
- Independent Study

Career Development

- Create Career Word Wall based on topics of study
- Skills learned related to the World of Work
- Observation of existing occupations past/present

Materials Used in Teaching the Course: In addition to the basic text, a variety of instructional tools may be used to assist all students in achieving a proficient level of performance of the enduring knowledge for the course of study. Support materials may include, but not be limited to:

Basic Text: World History – Ancient Civilizations;2006; and the support materials provided by McDougal Littell

Supplement Texts and Materials:

Teachers' Curriculum Institute - History Alive!, Ancient World Program

Technology resources that may include Internet Access and Computer Software

Audio-Visual Support Material that may include slides, videos and transparencies

Supplemental non-fiction and historical literature

Primary Sources

Realia

Maps and Atlases

Timelines

Music and Songs

Guest Speakers

Newspapers and Magazines

Current Events

Political Cartoons

Related Career Resources

There are many web sites that will help with career selection such as Equidance.com, BRIDGES.com, and icouldbe.ort. The software package COIN JR also has career information.

EVALUATION:

Student achievement is measured using multiple and on-going assessment tools that are aligned with the content standards and curriculum objectives. At all times students should have an understanding of what is considered to be a proficient level of performance in history.

Required Assessments:

- Maintain History/Social Science Standards Assessment Portfolio
- Two Curriculum Embedded Assessments
 - Agriculture Changes the World - Required
 - Teachings of Buddha - Required
 - Sparta vs. Athens - Optional
- Research Paper
- End of Course Exam

Additional Assessments:

- Tests and quizzes
- Writing products including other CEAs, journals and essays
- Visual products
- Oral presentations of projects, including debates, mock trial, plays, readers theater, and interviews
- Individual and/or group culminating projects
- Use of technology such as PowerPoint, slide shows, videos, and audio tapes
- Teacher observations
- Class participation

Forms of Assessments			
	Diagnostic	Monitor	Evaluate
State Assessment			<ul style="list-style-type: none"> Content Standards Test (CST)
District Developed Assessments		<ul style="list-style-type: none"> Additional Writing Prompts Practice Test Questions Study Guide 	<ul style="list-style-type: none"> The Two Required Writing Prompts End-Of-Course Exam Research Paper Assessment Portfolio
McDougal Littell	<ul style="list-style-type: none"> Map Outlines for Geography Knowledge Interpreting timeline, graphs, charts, and diagrams Analyze primary and secondary sources for point of view, audience and purpose. Interpret political cartoons. 	<ul style="list-style-type: none"> Chapter and Unit Tests Alternative Assessment with Scoring Guide Test Bank CD-ROM 	

History Portfolio/Baldrige Chart

RUBRIC SCORE	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
TASKS	Anchor Task 1	Anchor Task 2	Anchor Task 3	Research Paper	End of Course Exam
DATES					

Grading Policy: A common weighted grading policy ensures consistency between schools and classrooms across the district.

Homework,	10%
Classwork, Notebook	20%
Tests and Quizzes	25%
Curriculum Embedded Assessments	20%
Research Projects	15%
End of Course Exam	5%
Class Participation	5%

The assignment of letter grades will be based on the following grading scale:

A = 90 – 100%
 B = 80 - 89%
 C = 70 - 79%
 D = 60 - 69%
 F = Below 60%

GRADING SCALE			
	Letter Grade	Percentage	Four Point Rubric Score*
Advanced Proficient	A	90 - 100%	Advanced Proficient 4
Proficient	B	80 – 89%	Proficient 3
	C	70 – 79%	
Partially Proficient	D	60 – 69%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric.

Submitted by: Linda Mehlbrech
 School/Office: History/Social Science Office
 Original Date: 8/01
 Revised Date: 8/3/06

Hscourse/histss/ancientwrldhist