



Department	History/Social Science	Course Title	Ancient World History		Course Code	2130			
Grade Level	6	Short Title	Anc Wrlld Hist		Grad Requirement Subject	Yes			
Course Length	1 year	Credits per Semester	5	Approved for Honors	No	Required	Yes	Elective	No
Prerequisites	None								
Co-requisites	None								
Articulated with LBCC	No		Articulated with CSULB			No			
Meets UC "a-g" Requirement	Yes (g)		Meets NCAA Requirement			No			
Teaching Credential(s)	Social Science								

COURSE OVERVIEW

Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, Mesoamerica, and the Mediterranean basin. Although teachers should keep the focus on ancient events and problems, this course gives students the opportunity to study geography, environmental issues, political systems and power structures, and civic engagement with fundamental ideas about citizenship, freedom, morality, and law, which also exist in the modern world. Students practice history as an interpretative discipline. They read written primary sources, investigate visual primary sources, and learn how to analyze multiple points of view, cite evidence from sources, and make claims based on that evidence in writing and speaking.¹

EXPECTED OUTCOMES

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content standards for Ancient World History, as well as historical thinking skills and skills called out in the *Common Core State Standards* and the *Standards for Career Ready Practice*. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

- Discuss the movement of early humans across continents and their adaptations to the geography and climate of new regions.
- Synthesize the rise of diverse civilizations, characterized by economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and architecture, and systems of writing.
- Trace the growth of urban societies and changes in societies (social class divisions, slavery, divisions of labor between men and women).
- Analyze the development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law).

¹ The first set of objectives come from the *History-Social Science Framework for California Public Schools*, 2016.

- Understand the birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism) which responded to human needs and supported social norms and power structures.
- Explain the development and growth of links between societies through trade, diplomacy, migration, conquest, and the diffusion of goods and ideas.²
- Use media, informational texts and case studies in order to acquire, process, report information, and solve problems.
- Articulate concepts important to the study of Ancient World such as industrialization, imperialism, nationalism, militarism, alliances, ideology, totalitarianism, fascism, communism, and others.
- Determine the main ideas and definitions of terms in informational texts in order to make meaning of concepts significant to Ancient World.
- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain historical events and express varying perspectives.
- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

Historical Thinking Skills:

- Historical Significance: How do we decide what is important to learn about the past?
- Evidence: How do we know what we know about the past?
- Continuity and Change: How can we make sense of the complex flows of history?
- Cause and Consequences: Why do events happen, and what are their impacts?
- Historical Perspectives: How can we better understand the people of the past?³

Academic Standards:

Grade Six- World History and Geography: Ancient Civilizations:

from the History-Social Science Framework for California Public Schools, adopted by the California State Board of Education in March, 2001

- 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.
- 6.2 Students analyze the geographic; political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
- 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

² The first set of objectives come from the *History-Social Science Framework for California Public Schools*, 2016.

³ These thinking skills come from Siexas, P. & Norton, T. (2012), *The Big Six Historical Thinking Concepts*. Toronto: Nelson.

- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early Civilizations of China.
- 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

- 6-8 R1: Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8 R3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- 6-8 R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8 R5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 6-8 R6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- 6-8 R7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 6-8 R8: Distinguish among fact, opinion, and reasoned judgment in a text.
- 6-8 R9: Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- 6-8 R10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

- 6-8 W1: Write arguments focused on *discipline-specific content*.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 6-8 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- 6-8 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8 W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed.
- 6-8 W6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- 6-8 W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8 W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 6-8 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTED INTEGRATED OUTCOMES

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways.

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They

seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs. Reference abbreviations used in the Outline of Content table refer to these documents as follows:

6.1-6.7- refers to the History-Social Science Framework for California Public Schools.

R or W- refers to the standards California Common Core State Standards for reading and writing.

CR- refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

Unit 1: Reading Like an Historian

Duration: 2-3 Weeks

Description: In this introductory unit students will learn to think like historians, geographers and archaeologists developing an understanding of concepts important to the study of the Ancient World. For this reason, students learn to differentiate fact from opinion and primary sources from secondary sources. Students learn that history is the story we tell about the past, based on interpreting evidence to create an argument. Even more, students review geography concepts such as map types, continents, oceans, latitude and longitude, hemispheres, and the Five Themes of Geography. Moreover, learn about archaeological methods including the dating artifacts.

Essential Questions:

- Evidence: How do we know what we know about the past?⁴
- Cause and Consequence: How did the environment influence human migration, ancient ways of life, and the development of societies?
- Historical Significance: How did societies interact with each other? How did connections between societies increase over time?

Required Assignments:

⁴ Siexas, P. & Norton, T. (2012), *The Big Six Historical Thinking Concepts*. Toronto: Nelson.

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - Historian's Tools

Suggested Activities and Materials:

Students will ...

- Discover the multiple meanings of history and recognize why it is important to study history.
 - Snapshot Autobiography. *Stanford History Education Group*. Web. 2016. <http://sheg.stanford.edu/snapshot-autobiography>⁵
- Discuss the five Themes of Geography and discuss their importance to the study of history.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. "Themes of Geography," p.11.
- Examine the concepts of geography, specifically latitude and longitude, to determine how maps are created by cartographers and used by historians.
 - *Introduction to Latitude and Longitude*, 2016 - National Geographic Society. Web. 2016. <http://nationalgeographic.org/archive/xpeditions/lessons/01/gk2/longlat.html>
- Identify the difference between BC/AD and BCE/CE and apply new learnings to a timeline.
 - BC or AD? That is the Question. *Ohio Department of Education*. Web. 2016. http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSS_LP_S01_BA_L06_I02_01.pdf
- Differentiate between fact, reasoned judgment, and opinion.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. "Distinguishing Facts from Opinions," p. R19.
- Identify the difference between primary and secondary sources and understand how to use historical evidence to interpret past events.
 - Teaching Primary and Secondary Sources. *The University of Texas*. Web. 2011. https://portal.utpa.edu/utpa_main/daa_home/coah_home/history_phil_home/mas_home2011/events_news/mas_curriculum/SecondaryLP_PrimarySecondarySources_Web.pdf
- Evaluate the validity of sources and corroborate the information in order to develop historical opinions based on primary and secondary source evidence.
 - Evaluating Sources. *Stanford History Education Group*. Web. 2016. <http://sheg.stanford.edu/evaluating-sources>⁶
- Examine the reasons for the emergence of Big History and evaluate its impact on the study of the past.
 - Intro to History: Big History. *Big History Project*, 2014. Web. 2016. https://www.youtube.com/watch?v=a_bKCdxLkF0
- Identify the ways in which archaeologists uncover history and determine how historians use the archaeological record to interpret past events.
 - Introduction to Archaeology. *Big History Project*, 2014. Web. 2016. <https://www.youtube.com/watch?v=ZVSVHvJRY8U>
 - Great Archeological Sites. *The Ministry of Culture and Communication: France*. Web. 2016 <http://www.culture.fr/eng/Multimedias/Great-archeological-sites>
 - Observing Artifacts: Ancient Civilizations. *University of California, Berkeley: History-Social Science Project*, 2013. Web. 2016. <http://ucbhssp.berkeley.edu/content/observing-artifacts-ancient-civilizations>

Textbook:

World History: Ancient Civilizations, McDougal Littell, © 2006. Chapter 1.

Standards Addressed:

⁵ You must create a free login to access resources on this site.

⁶ You must create a free login to access resources on this site.

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

6.1.2: Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

Unit 2: Early Humankind: The Beginning of Technology through the Development of Agriculture

Duration: 2-3 Weeks

Description: During unit two, students study early humans, their origins in Africa and subsequent migrations into Eurasia, Australia, the Americas and the Pacific. Discuss the movement of early humans across continents and their adaptations to the geography and climate of new regions. Students discuss the ways of life of hunter-gatherers/nomadic peoples and pastoral societies including beliefs systems and cultural patterns. More specifically, the ways that the environment affects the ways of life of people, as well as how people interact with the environment. Students compare the hunter-gatherers and pastoral societies to agricultural communities. Students trace the origins of communities as well as innovations leading to the development of agriculture. Students describe the Neolithic Revolution and its relationship to early farming settlements e.g. Catal Hoyuk/Chatal Huyuk and precursors to civilization. As a culmination to this unit, students determine elements of civilization.

Essential Questions:

- Evidence: How do we know what we know about the past?⁷
- Cause and Consequence: How did the environment influence human migration, ancient ways of life, and the development of societies?
- Historical Significance: How did societies interact with each other? How did connections between societies increase over time?
- Continuity and Change: What were the early human ways of life and how did they change over time?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- **TDQ - Hunter Gatherers**

Suggested Activities and Materials:

Students will ...

- Identify the physical and mental changes/continuities in human development.
 - Human Ancestors in Africa and Beyond 7,000,000 - 200,000 Years Ago. *World History for Us All*, 2016. Web. 2016. <http://worldhistoryforusall.sdsu.edu/units/one/landscape/Era01_landscape2.php>
 - TCI: Activity 2.2. "What Do We Know About Human Ancestors?"
- Examine the behaviors, fossil remains, 3D collection, genetics, dating, and timeline of early humans.
 - Human Fossils: The Smithsonian Institution's Human Origins Program. *The Smithsonian*, 2016. Web. 2016. <<http://humanorigins.si.edu/evidence/human-fossils>>
- Identify the significant aspects of hunter-gather societies in the ancient world.
 - Foraging, Migration and Beyond. *Big History Project: Humans*, 2016. Web. 2016. <<https://www.bighistoryproject.com/chapters/4#human-evolution>>⁸

⁷ Siexas, P. & Norton, T. (2012), *The Big Six Historical Thinking Concepts*. Toronto: Nelson.

⁸ You must create a free login to access resources on this site.

- Early Humans DBQ-What was Life Like for Prehistoric Man? 2016.
<<http://mxm.johnston.k12.nc.us/common/pages/DisplayFile.aspx?itemId=5380955>>
- Understand the changes and continuity of hunting and gathering in different places around the world.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Hunters and Gatherers, pp. 51-55.
 - TCI: Activity 2.3 “Understanding Why Paleolithic Art Was Created?”
 - Human Beings Around the World: 200,000-15,000 Years Ago. *World History for Us All*, 2016. Web. 2016.
<http://worldhistoryforusall.sdsu.edu/units/two/landscape/Era02_landscape1.php>
- Compare the lifestyles of different Paleolithic cultures and the ecosystem goods and services upon which they depended.
 - Paleolithic People: Adapting to Change. *California Education and Environment Initiative*. Web. 2016. <<http://www.californiaeei.org/curriculum/unit?unitid=42>>
- Analyze the migration patterns of early human societies and evaluate the historical significance of humans venturing out of Africa.
 - Human Migration. *Big History Project*, 2016. Web. 2016.
<<https://www.bighistoryproject.com/chapters/4#human-evolution>>⁹
 - Crash Course Big History #7: Migrations and Intensifications. *Crash Course*, 2015. Web. 2016. <<https://www.youtube.com/watch?v=htk9nXHHYtU>>
- Explain the key difference between animal communication and human language.
 - Language: What Difference Does It Make? 200,000-40,000 BCE. *World History for Us All*, 2016. Web. 2016.
<http://worldhistoryforusall.sdsu.edu/units/two/landscape/Era02_landscape2.php>
- Evaluate how ingenuity, innovation, and technology helped humans evolve and outlast other human-like species.
 - What Does It Mean To Be Human? The Early Career of Homo Sapiens: 200,000 – 10,000 BCE. *World History for Us All*, 2016. Web. 2016.
<http://worldhistoryforusall.sdsu.edu/units/two/panorama/Era02_pan.php>
- Explore the essential characteristics of scavenger/ hunter-gatherer societies, including the development of tools and the use of fire.
 - Paleolithic People: Tools, Tasks, and Fire. *California Education and the Environment Initiative*. Web, 2016. <<http://www.californiaeei.org/curriculum/unit?unitid=41>>¹⁰
 - Using Tools, Shelter and Fire. *Big History Project: Humans*, 2016. Web. 2016.
<<https://www.bighistoryproject.com/chapters/4#human-evolution>>¹¹
- Compare key differences between the way of life and values of pastoral nomads and settled peoples.
 - The Agricultural Revolution: Crash Course World History #1. *Crash Course*. Web. 2016.
<https://www.youtube.com/watch?v=Yocja_N5s1I>
 - Migrations and Militarism across Afroeurasia 2000-1000 BCE. *World History for Us All*, 2016. Web. 2016.
<http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03_landscape4.php>
- Identify the ways in which the environment impacted agricultural methods and evaluate the importance of river valleys in the development of complex societies.
 - Catalhoyuk Research Project, 2016. Web 2016. <<http://www.catalhoyuk.com/>>
 - River Valleys and the Development of Complex Societies in Afroeurasia 4000-1500 BCE. *World History for Us All*, 2016. Web. 2016.
<http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03_landscape3.php>

⁹ You must create a free login to access resources on this site.

¹⁰ You must create a free login to access resources on this site.

¹¹ You must create a free login to access resources on this site.

- Understand the origins and effects of the development of agriculture.
 - Farmers Around the World, 10,000 to 1500 BCE. *World History for Us All*, 2016. Web. 2016. <http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03_landscape2.php>
- Evaluate the role of creation myths in human society.
 - Origin Stories. *Big History Project: The Universe*, 2016. Web. 2016. <<https://www.bighistoryproject.com/chapters/1#origin-stories>>¹²

Textbook:

World History: Ancient Civilizations, McDougal Littell, © 2006. Chapters 2.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 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.
- 6.1.1: Describe the hunter-gatherer societies, including the development of tools and the use of fire.
- 6.1.2: Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
- 6.1.3: 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.

Unit 3: Mesopotamia and the Fertile Crescent

Duration: 4-5 Weeks

Description: During unit three, students investigate one of the earliest civilizations. Students describe the importance of access to water in this river civilization located in present day Iraq in an area often called the Fertile Crescent. Students map the area located between Tigris and Euphrates rivers between the Mediterranean Sea and the Persian Gulf. Moreover students explain the use of irrigation and the influence of the rivers on ways of life. Most importantly, students explain how the resources coming from agricultural practices led to the development of city-states/cities and thus specialization. Students discuss economic specialization as a catalyst for technologies such as writing (Cuneiform), the wheel, the arch, the sailboat, the plow, irrigation, as well as social hierarchies/social stratification, e.g. class, gender and religion. Students define polytheism and its influence on daily life. Students analyze the development of government and relationship between religion and government, as well as the military and government. Students evaluate the importance of writing and the development of law and its use throughout different Mesopotamian empires.

Essential Questions:

- Cause and Consequence: How did the environment influence human migration, ancient ways of life, and the development of societies?
- Historical Significance: How did societies interact with each other? How did connections between societies increase over time?
- Continuity and Change: What were the early human ways of life and how did they change over time?
- Cause and Consequences: How did the major religious and philosophical systems support individuals, rulers, and societies?

Required Assignments:

¹² You must create a free login to access resources on this site.

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - Hammurabi's Code: Was it Just?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - First Civilization
- TDQ- The Epic of Gilgamesh
- TDQ- Hammurabi's Code

Suggested Activities and Materials:

Students will ...

- Understand the geography of the Near East and its influence on the region.
 - TCI Activity 1.1, "Mapping the Physiographic Features of Egypt and the Near East."
 - Data and information concerning the Tigris River and its influence. *Tigris River - Key Facts*, 2015. Web. 2015. <<http://www.awesomestories.com/asset/view/Tigris-River-Key-Facts>>
 - Data and information concerning the Euphrates and its influence. *Euphrates River - Key Facts*, 2015. Web 2015. <<https://www.awesomestories.com/asset/view/Euphrates-River-Key-Facts>>
- Learn to connect cycles, flow, and the role of rivers in ecosystems to the rise of the world's oldest cities in ancient Mesopotamia and Egypt.
 - River Systems and Ancient Peoples. *California Education and the Environment Initiative*. Web. 2016. <<http://www.californiaeei.org/curriculum/unit?unitid=43>>
- Learn about the importance of nature and natural cycles as well as the development of political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
 - Agricultural Advances in Ancient Civilizations. *California Education and the Environment Initiative*. Web. 2016. <<http://www.californiaeei.org/curriculum/unit?unitid=44>>
- Analyze the beginnings of civilizations and the growth of complex societies.
 - A New More Complex Society is Born. *Big History Project: Creating Settlements*, 2016. Web. 2016. <<https://www.bighistoryproject.com/chapters/4#creating-settlements>>¹³
 - Ancient Cities. *Big History Project: Creating Settlements*, 2016. Web. 2016. <<https://www.bighistoryproject.com/chapters/4#creating-settlements>>¹⁴
 - Complex Civilization Begins. *Big History Project: Agriculture*, 2016. Web. 2016. <<https://www.bighistoryproject.com/chapters/4#agriculture>>¹⁵
 - Feeding the Empire. *Big History Project: Creating Settlements*, 2016. Web. 2016. <<https://www.bighistoryproject.com/chapters/4#civilizations-expand>>¹⁶
 - TCI: Activity 4.1. "The Emergence of Civilization at Sumer"
- Examine the importance of written language in human society and evaluate how it impacts the recording of history.
 - Writing and Saving Knowledge. *Big History Project: Humans*, 2016. Web. 2016. <<https://www.bighistoryproject.com/chapters/4#foraging-migration-and-beyond>>¹⁷
 - Why is Writing Important in A Society. *The History Project*. Web. 2016. <<http://historyproject.uci.edu/6thgraderesources/>>
 - Scroll down on the above website to find the link to the lesson.
- Examine the origin story of the ancient Babylonians and determine its cultural impact.

¹³ You must create a free login to access resources on this site.

¹⁴ You must create a free login to access resources on this site.

¹⁵ You must create a free login to access resources on this site.

¹⁶ You must create a free login to access resources on this site.

¹⁷ You must create a free login to access resources on this site.

- Babylonian Creation Myths. *Creation Myths of Civilization*. Web. 2016. <http://www.bibliotecapleyades.net/mitos_creacion/esp_mitoscreacion_3.htm>
- Understand the historical significance of the Sumerian achievements.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Life in Sumer, pp. 98-103.
- Understand the establishment and the influence of government in the region.
 - TCI Activity 2.2. “Applying the Code of Hammurabi to Babylonian Court Cases”
 - Hammurabi’s Code. *Stanford History Education Group*, 2016. Web. 2016. <<https://sheg.stanford.edu/hammurabis-code>>¹⁸
 - Where Were the Laws Created by Hammurabi. *The History Project*. Web. 2016. <<http://historyproject.uci.edu/6thgraderesources/>>
 - Scroll down on the above website to find the link to the lesson.
- Investigate the importance of trade within the Mesopotamian region.
 - How Did Geography Affect the Trade Between Ancient City-States? *The History Project*, 2015. Web. 2016. <<http://historyproject.uci.edu/6thgraderesources/>>
 - Scroll down on the above website to find the link to the lesson.
- Evaluate the importance of the establishment of a religious system, including rules and beliefs, in the daily life of Mesopotamians.
 - Ziggurat. *World History in Context: GALE*. Web. 2007. <http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?displayGroupName=Reference&zid=1cf224269b97e168521052213b4a5d54&p=WHIC%3AUHIC&action=2&catId=&documentId=GALE%7CCX2897300427&source=Bookmark&u=mclin_m_highrock&jsid=eba0398fbe1a7ce8318a96c09ebc7532>
- Explore artifacts from ancient Mesopotamia to understand key aspects of the region’s culture.
 - Ancient Mesopotamia: This History, Our History. *The Oriental Institute at the University of Chicago*. Web. 2016. <<http://mesopotamia.lib.uchicago.edu/>>
- Examine the origins and influence of the Assyrians in the Mesopotamian region.
 - Sargon of Akkad. *The History Project: UCI*. Web. 2016. <<http://historyproject.uci.edu/6thgraderesources/>>¹⁹
 - Scroll down on the above website to find the link to the lesson.

Textbook:

World History: Ancient Civilizations, McDougal Littell, © 2006. Chapter 3-4.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 6.2: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush
- 6.2.1: Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
- 6.2.2: Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
- 6.2.3: Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
- 6.2.4: Know the significance of Hammurabi’s Code.

Unit 4: Ancient Egypt and the Nile Valley

¹⁸ You must create a free login to access resources on this site.

¹⁹ You must create a free login to access resources on this site.

Duration: 3-4 Weeks

Description: Between 10,000 and 4,000 BCE, farming spread widely across Africa and Eurasia. In the valleys of the Tigris and Euphrates (Fertile Crescent) and Nile rivers, people adapted to the rivers' flood cycles and the related seasonal cycles of plants and animals. Their adaptations allowed them to produce a surplus of food, which led to other changes in their cultures. Students learn that people who lived near the banks of those rivers began to use irrigation techniques to control water and extend farming, despite an increasingly arid climate. During unit four, students compare their knowledge of Ancient Mesopotamia with another early civilization, Ancient Egypt. Like in Mesopotamia, students describe the importance of the Nile River to the development of the Egyptian civilization. However, the behavior and location of the Tigris and Euphrates rivers in Mesopotamia and the Nile in Egypt were very different. While both river systems rose annually the Tigris and Euphrates did so unpredictably and the Nile did so with more regularity. In addition, the Nile's environment with deserts, mountainous terrain and bodies of water was relatively protected, whereas peoples living in the Fertile Crescent faced invaders.

Like in previous units, students describe the ways that the environment affects the ways of life of people, as well as how people interact with the environment. For example, students learn that from 3000 to 1500, unlike Mesopotamia, Egypt was usually united under a single king. Egyptian kings claimed not only to have divine approval but to be deities themselves. The Egyptians built immense pyramid tombs and grand temples for their rulers. The Egyptians prized order (*ma'at*) in all aspects of life, including social rules and even careful preparations for the afterlife. Their social hierarchy was an elaborate structure dominated by small elite groups of political leaders (regional lords, officials, and warriors) and priests. Students analyze the Egyptian writing system in comparison with Mesopotamian cuneiform. Both used a combination of signs that represented sounds (phonemes) and ones that signified word or phrase meanings (logograms). The Egyptians, however, used hieroglyphics and papyrus and stone as writing surfaces rather than clay tablets. Finally, students consider Egyptian trade connections in Eurasia and Africa in order to compare Kush ways of life with Egyptian as well as to consider the effects of trade.²⁰

Essential Questions:

- Cause and Consequence: How did the environment influence human migration, ancient ways of life, and the development of societies?
- Historical Significance: How did societies interact with each other? How did connections between societies increase over time?
- Continuity and Change: What were the early human ways of life and how did they change over time?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - How did the Nile Shape Ancient Egypt?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- **TDQ - Work and Family Life in Ancient Egypt**

Suggested Activities and Materials:

Students will ...

- Describe the geography of Egypt and its dependence on the Nile River.
 - TCI: Activity 1.1. "Mapping the Physiographic Features of Egypt and the Near East"

²⁰ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Anatomy of the Nile River. *National Geographic*. 2015. Web 2015. <nationalgeographic.org/media/anatomy-nile/>
- TCI: Activity 1.3. “Egyptian Daily Life”
- Egypt and Kush: A Tale of Two Kingdoms. *California Education and the Environment Initiative*. Web. 2016. <<http://www.californiaeei.org/curriculum/unit?unitid=45>>
- Examine the origin story of the ancient Egyptians and determine its cultural impact.
 - Egypt Creation Myth. *Creation Myths of Civilization*. Web. 2016. <http://www.bibliotecapleyades.net/mitos_creacion/esp_mitoscreacion_5.htm>
- Explore the ancient city of Thebes in order to understand various aspects of Egyptian society.
 - *Theban Mapping Project*. Web. 2016. <<http://www.thebanmappingproject.com/>>
- Explain the growth of Egyptian kingdoms and their impact on world history.
 - Eternal Egypt. *Eternal Egypt.org*. Web. 2005. <http://www.eternalegypt.org/EternalEgyptWebsiteWeb/HomeServlet?ee_website_action_key=action.display.home&language_id=1>
- Examine the importance of writing in ancient Egypt and evaluate the contribution of hieroglyphs to world history.
 - Ancient Egyptian Hieroglyphics. *Ancient Egypt Online*. Web 2016. <<http://www.ancient-egypt-online.com/ancient-egyptian-hieroglyphics.html>>
- Analyze the social structure of ancient Egypt in order to understand the different classes that existed within Egyptian society.
 - Social Structures of Ancient Egypt. *University of California, Berkeley: History-Social Science Project*, 2013. Web. 2016. <<http://ucbhssp.berkeley.edu/content/geography-and-structure-ancient-egypt>>
- Explore the religious, medical, social, and governmental influences of the pyramids on Egyptian culture.
 - Name That God. *The History Project*, 2015. Web 2016. <<http://historyproject.uci.edu/6thgraderesources/>>
 - Scroll down on the above website to find the link to the lesson.
 - Egyptian Pyramids. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/egyptian-pyramids>>²¹
 - The Afterlife in Ancient Egypt. *Public Broadcast System*. Web. 2006. <www.pbs.org/wgbh/nova/ancient/afterlife-ancient-egypt.html>
 - The Controversial Afterlife of King Tut. *Smithsonian*. Web. 2014. <www.smithsonianmag.com/history/controversial-afterlife-king-tut-180953400/>
 - Explore Ancient Egypt. *Public Broadcast System*. Web. 2016. <<http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html>>
- Examine the differences and similarities of Queen Hatshepsut and Ramses II.
 - Hatshepsut and Ramses II? *The History Project*. Web. 2016. <http://historyproject.uci.edu/files/2016/03/Egypt_Greatest-Pharaoh-Lesson.pdf>
- Explore the legends of Cleopatra and evaluate her historical significance.
 - Cleopatra. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/cleopatra>>²²

Textbook:

World History: Ancient Civilizations, McDougal Littell, © 2006. Chapters 5-6.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4;

²¹ You must create a free login to access resources on this site.

²² You must create a free login to access resources on this site.

CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 6.2: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- 6.2.5: Discuss the main features of Egyptian art and architecture.
- 6.2.6: Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley.
- 6.2.7: Understand the significance of Queen Hatshepsut and Ramses the Great.
- 6.2.8: Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
- 6.2.9: Trace the evolution of language and its written forms.

Unit 5: The Ancient Hebrews

Duration: 3-4 Weeks

Description: The ancient Israelites, also known as the Hebrew people, emerged in the eastern Mediterranean coastal region about the twelfth century BCE. To begin the unit, students consider how the environment, the history of the Israelites, and their interactions with other societies shape the religion of the ancient Israelites. Originally a semi-nomadic pastoral people living on the Mesopotamian periphery, by the eleventh century BCE they organized the kingdom of Israel. Founding a capital in the city of Jerusalem, they terraced the hillsides in their land and built up an agricultural economy. While their state did not long survive, their religion, which became known as Judaism, made an enduring contribution of morality and ethics to Western civilization. In their study of Judaism as a monotheistic religion, students analyze how the religion changed over time. Students read excerpts from Torah, the first five books of the Hebrew Bible (Tanakh), which Christians refer to as the Old Testament in order to analyze changes in traditions, as well as, the effects of the environment on daily life. Finally, students evaluate the extent to which Mesopotamia and later Greek and Roman empires affect the lives of the Ancient Hebrews. Jews lost their states and spread out into many other lands, their religious practice and community life had to adapt. Many Jews dispersed to lands throughout the Middle East, North Africa, and Europe. They carried with them the beliefs, traditions, and laws that served them in constituting new social and economic communities in many lands.²³

Essential Questions:

- Cause and Consequence: How did the environment influence human migration, ancient ways of life, and the development of societies?
- Historical Significance: How did societies interact with each other? How did connections between societies increase over time?
- Cause and Consequences: How did the major religious and philosophical systems support individuals, rulers, and societies?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- The Ten Commandments
- TDQ- Judaism and Roman Control

Suggested Activities and Materials:

Students will...

- Analyze the Genesis account of the creation of man and woman. Compare this account with the origins of the Mesopotamians and Egyptians to determine their similarities and differences.

²³ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- *World History: Ancient Civilizations*, McDougal Littell, © 2006. Hebrew Bible: The Creation, p. R45.
- TCI: Activity 4.1. “Origins of Judaism: The History of the Ancient Israelites”
- Examine the Torah as a primary source and determine its historical significance.
 - Torah as Artifact. *University of California, Berkeley: History-Social Science Project*, 2013. Web. 2016. <<http://ucbhssp.berkeley.edu/content/torah-artifact>>
- Understand the importance of religion in the lives of the Hebrew people.
 - The Hebrew Bible. *PBS.com*. Web. 2014. <<http://www.pbs.org/wnet/story-jews/video/clip-the-hebrew-bible/>>
 - Moses and the Exodus. *PBS.com*. Web. 2008. <<http://www.pbs.org/wgbh/nova/ancient/moses-exodus.html>>
 - Judaism. *Internet Sacred Text Archive*. Web. 2016. <<http://www.sacred-texts.com/jud/index.htm>>
- Analyze the stories of Abraham and Moses to evaluate the impact of their relationship with the Hebrew God on Jewish culture.
 - Abraham and Moses’ Covenant with the Hebrew God. *University of California, Berkeley: History-Social Science Project*, 2013. Web. 2016. <<http://ucbhssp.berkeley.edu/content/abraham-and-moses%E2%80%99-covenant-hebrew-god>>
- Compare and contrast the following primary source documents to determine the differences and similarities between the ancient civilizations.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. “10 Commandments,” p.327.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. “Hammurabi’s Code,” p.115 and p.R38.
- Identify the characteristics of the Assyrian people and evaluate how these traits influenced their relationship with the ancient Hebrews.
 - Assyrian Siege Jerusalem. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/assyrian-siege-jerusalem>>²⁴
- Analyze the Diaspora and evaluate its impact on Jewish culture and world history in general.
 - Diaspora: Development of Rabbinic Traditions. *University of California, Berkeley: History-Social Science Project*, 2013. Web. 2016. <<http://ucbhssp.berkeley.edu/content/diaspora-development-rabbinic-traditions>>

Textbook:

World History: Ancient Civilizations, McDougal Littell, © 2006. Chapter 10.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 6.3: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- 6.3.1: Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one god who sets down moral law for humanity.
- 6.3.2: 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.
- 6.3.3: Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the

²⁴ You must create a free login to access resources on this site.

development of the Jewish religion.

- 6.3.4: 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.
- 6.3.5: 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.
- 6.7.6: 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.
- 6.7.7: Describe the circumstances that led to the spread of Christianity in Europe and other Roman Territories.

Unit 6: Ancient South Asia, the Indus Valley Civilization through the Guptan Empire

Duration: 3-4 Weeks

Description: The Indus Valley civilization was contemporary with ancient Mesopotamia and Egypt. Students examine how environment influence the emergence and decline of the Harappa civilization as well as the contributions of the civilization. Although the language has not been deciphered, it is evident through archaeological evidence, that the Indus Valley was just as if not more advanced ancient as Mesopotamia and Egypt. Those living in the Harappa civilization planned structure of the cities and buildings over great distances, along with sewage systems, revealing an organized, central government. In addition, students identify the importance of the caste systems and its pervasiveness of class system in today. Students trace the ways that Hinduism and Buddhism supported individuals, rulers, and societies. Finally, students understand how connections between India and other regions of Afroeurasia increased during the Harappa civilization, the Vedic period, and the Maurya Empire.²⁵

Essential Questions:

- Historical Significance: How do we decide what is important to learn about the past?²⁶
- Cause and Consequence: How did the environment influence human migration, ancient ways of life, and the development of societies?
- Historical Significance: How did societies interact with each other? How did connections between societies increase over time?
- Continuity and Change: What were the early human ways of life and how did they change over time?
- Cause and Consequences: How did the major religious and philosophical systems support individuals, rulers, and societies?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ- Asoka: Ruthless Conqueror or Enlightened Ruler?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- **TDQ- Buddhism and India's Golden Age**
- **TDQ- Dharma in the Bhagavad Gita**

²⁵ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

²⁶ Siexas, P. & Norton, T. (2012), *The Big Six Historical Thinking Concepts*. Toronto: Nelson.

Suggested Activities and Materials:

Students will ...

- Create a Multi-Flow Map about the cause and effects of permanent settlement in ancient South Asia, focusing on the physical geography.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Geography and India Life, pp. 218-224.
 - TCI: Activity 1.1. “Predicting Areas of Early Settlement in Ancient India.”
- Examine geographic and climatic factors that contributed to the rise of great dynasties in India and China and determine to what extent the people depended on the ecosystem goods and services provided by the rivers.
 - The Rivers and Ancient Empires of China and India. *California Education and the Environment Initiative*. Web. 2016. <<http://www.californiaeei.org/curriculum/unit?unitid=46>>
- Debate how Aryan migrations contributed to South Asian culture.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Aryans Move into India, pp. 227-228.
- Examine the origin story of ancient India and determine its cultural impact.
 - Vedic Creation Myths. *Creation Myths of Civilization*. Web. 2016. <http://www.bibliotecapleyades.net/mitos_creacion/esp_mitoscreacion_8.htm>
- Explain the reasons for how and why the early Indus Valley civilizations developed and thrived.
 - Indus Valley Civilization: Crash Course # 2. *Crash Course*. Web. 2012. <<https://www.youtube.com/watch?v=n7ndRwqJYDM>>
 - TCI: Activity 1.2. “Unlocking the Secrets of Mohenjo-Daro”
- Analyze the origins of the caste system and determine its effect on Indian culture.
 - Did the Caste System Unite Ancient Indian Society? *The History Project*, 2015. Web 2016. <<http://historyproject.uci.edu/6thgraderesources/>>
 - Scroll down on the above website to find the link to the lesson.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Bhagavad Gita, p.R41.
- Read and analyze sacred texts reflecting South Asian beliefs.
 - TCI: Activity 2.2. “Understanding Hindu Beliefs in the Ramayana”
 - Hinduism. *Internet Sacred Text Archive*. Web. 2016. <<http://www.sacred-texts.com/hin/index.htm#vedas>>
- Examine the origins of Buddhism and identify the reasons for its spread throughout the world.
 - TCI: Activity 2.3. “Discovering the Buddha’s Path to Enlightenment”
 - Buddha and Ashoka: Crash Course #6. *Crash Course*. Web. 2012. <<https://www.youtube.com/watch?v=8Nn5uqE3C9w>>
 - Buddhism. *Internet Sacred Texts Archive*. Web. 2016. <<http://www.sacred-texts.com/bud/index.htm>>
- Compare and contrast Buddhism and Hinduism by creating a Double Bubble Thinking Map.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Buddhism, pp.R62-R63.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Hinduism, pp. R66-R67.
- Analyze the importance of the Mauryan Empire in ancient India.
 - TCI: Activity 3.1. “Interpreting Ashoka’s Edicts”
 - TCI: Activity 3.2. “Experiencing the Struggle to Maintain Unity”
- Investigate the influence of the Gupta Empire had on ancient India.
 - TCI: Activity 3.3. “Writing a Journal to Commemorate Gupta Achievements”
- Evaluate the lasting effects of Ancient India on modern world history.
 - The Story of India. *Public Broadcast System*. Web. 2009. <<http://www.pbs.org/thestoryofindia/>>
 - Harappa: The Indus Valley and the Raj in India and Pakistan. *Harappa.com*. Web. 2016. <<https://www.harappa.com/>>

- Hinduism and Modern India. *Public Broadcast System*. Web. 2016.
<www.pbs.org/video/2204103677/>

World History: Ancient Civilizations, McDougal Littell, © 2006. Chapter 7.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 6.5: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- 6.5.1: Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
- 6.5.2: Discuss the significance of the Aryan invasions.
- 6.5.3 Explain the major beliefs and practices of Brahmanism in India and how they evolve into early Hinduism.
- 6.5.4: Outline the social structure of the caste system.
- 6.5.5: Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon and Central Asia.
- 6.5.6: Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
- 6.5.7: Discuss important aesthetic and intellectual traditions.

Unit 7: Ancient China, the Shang through the Han Dynasties

Duration: 3-4 Weeks

Description: Like other units of study, students discuss how the environment influenced the development of civilization in China. More specifically, students analyze the factors helped China unify into a single state under the Han Dynasty. Students explain how social customs and government policies made China's centralized state so powerful. For example, the philosophical system of Confucianism supported Chinese individuals, rulers, and societies. And, the spread of Buddhism helped connect China to other regions culturally. Moreover, the establishment of the Silk Road increased trade, the spread of Buddhism, and the connections between China and other regions of Afroeurasia.²⁷

Essential Questions:

- Cause and Consequence: How did the environment influence human migration, ancient ways of life, and the development of societies?
- Historical Significance: How did societies interact with each other? How did connections between societies increase over time?
- Continuity and Change: What were the early human ways of life and how did they change over time?
- Cause and Consequences: How did the major religious and philosophical systems support individuals, rulers, and societies?

Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- The Analects
- TDQ- The Qin and the Han

²⁷ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

Suggested Activities and Materials:

Students will...

- Create a Multi-Flow Map about the cause and effects of permanent settlement in ancient China, focusing on the physical geography.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Geography Shapes Life in Ancient China, pp. 218-224.
- Examine the origin story of ancient China and determine its cultural impact.
 - China Creation Myth. *Creation Myths of Civilization*. Web. 2016.
<http://www.bibliotecapleyades.net/mitos_creacion/esp_mitoscreacion_4.htm>
- Examine the three main philosophies (Confucianism, Daoism, and Legalism) of ancient China that originated during the Warring States Period and evaluate their historical impact on Chinese culture.
 - Belief Systems in China: Confucianism, Daoism, and Buddhism 581 BCE-1368 CE. *World History for Us All*, 2016. Web. 2016
<http://worldhistoryforusall.sdsu.edu/units/four/closeup/Era04_closeup421.php>
 - Confucianism-Daoism. *Stanford History Education Group*, 2016. Web. 2016.
<<https://sheg.stanford.edu/confucianism-daoism>>²⁸
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Analects of Confucius, p.R42.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Dao De Jing, p. R43.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Confucianism, pp.R72-R73.
- Identify the traits of civilization in the early dynasties of ancient China and evaluate if these dynasties should be considered civilizations.
 - Emergence of Complex Society in East Asia 1200 to 200 BCE. *World History for Us All*, 2016. Web. 2016
<http://worldhistoryforusall.sdsu.edu/units/four/landscape/Era04_landscape2.php>
 - TCI: Activity 1.2. “Creating Imperial Robes About China’s Legendary Emperors”
 - TCI: Activity 2.1. “Excavating a Shang Tomb”
 - Chinese Dynasty Guide: History and Maps. *The Minneapolis Institute of the Arts*. Web. 2016.
<<http://archive.artsmia.org/art-of-asia/history/chinese-dynasty-guide.cfm>>
- Evaluate the achievements of the Qin Empire and analyze its impact on world history.
 - Activity TCI 3.1 “Examining the Reign of Qin Shi Huang Di”
 - Fall of the Qin Dynasty. *Stanford History Education Group*, 2016. Web. 2016.
<<https://sheg.stanford.edu/fall-qin-dynasty>>²⁹
- Investigate the impact of the Silk Road on the ancient world and identify the cross-cultural connections that occurred as a result of these trading routes.
 - TCI: Activity 3.3. “The Silk Road: Examining Foreign Influences on Chinese Culture”
 - Patterns of Interregional Unity 300-1500 CE. *World History For Us All*. Web. 2016.
<http://worldhistoryforusall.sdsu.edu/units/five/panorama/Era05_pan.php>
 - What Was the Silk Road? *The History Project*, 2015. Web 2016.
<<http://historyproject.uci.edu/6thgraderesources/>>
 - Scroll down on the above website to find the link to the lesson.
 - DBQ-The Silk Road
 - Optional: Create a travel journal identifying the key aspects of the Silk Road.
 - Cave Temples of Dunhuang. *The Getty Research Institute*. Web. 2016.
<http://www.getty.edu/research/exhibitions_events/exhibitions/cave_temples_dunhuang/gallery.html>

²⁸ You must create a free login to access resources on this site.

²⁹ You must create a free login to access resources on this site.

- The Modern Revolution. *Big History Project: Creating Settlements*, 2016. Web. 2016. <<https://www.bighistoryproject.com/chapters/5#intro>>³⁰
- Examine the reasons for the emergence of the Han Dynasty as a significant empire in the ancient world and examine the reasons for its collapse.
 - The Chinese Dynasty Guide: Han Dynasty. *Minneapolis Institute of the Arts*. Web. 2016. <<http://archive.artsmia.org/art-of-asia/history/dynasty-han.cfm>>
 - TCI: Activity 3.2. “Creating Mini-Dramas About Daily Life in the Han Dynasty”
- Examine the spread of Buddhism in ancient China and determine its impact on Chinese culture.
 - The Budding of Buddhism 563 BCE – 150 CE. *World History for Us All*, 2016. Web. 2016 <http://worldhistoryforusall.sdsu.edu/units/four/closeup/Era04_closeup441.php>
 - Art of Asia: Buddhism. *Minneapolis Institute of the Arts*. Web. 2016. <<http://archive.artsmia.org/art-of-asia/buddhism/index.html>>
- Understand the legacies of ancient China and evaluate its impact on world history.
 - TCI: Activity 4.1. “Encountering Ancient Traditions in Modern Chinese Family Life”

Textbook:

World History: Ancient Civilizations, McDougal Littell, © 2006. Chapter 8.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 6.6: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- 6.6.1: Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
- 6.6.2: 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.
- 6.6.3: Know the life of Confucius and the fundamental teachings of Confucianism and Daoism.
- 6.6.4: Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
- 6.6.5: List the policies and achievements of the Emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
- 6.6.6: Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
- 6.6.7: Cite the significance of the trans-Eurasian silk road in the period of the Han Dynasty and Roman Empire and their locations.
- 6.6.8: Describe the diffusion of Buddhism northward to China during the Han Dynasty

Unit 8: Ancient Greece and Alexander’s Empire

Duration: 3-4 Weeks

Description: In this unit students learn about the ancient Greek world, which was centered on the Aegean Sea, including both the Greek peninsula and the west coast of Anatolia (modern Turkey). They begin by studying how the environment of the Greek peninsula and islands, the Anatolian coast, and the surrounding seas affects the development of Greek societies. In this unit, students compare Persians, Greeks, Athenians and Spartans, as well as people interacting with the Ancient Greeks. Importantly students analyze political forms adopted by Greek urban societies as well as additional achievements and limitations

³⁰ You must create a free login to access resources on this site.

of the Athenian democracy. Within this context, students discuss how Greek thought, a cultural package of mythology, humanistic art, emphasis on reason and intellectual development, and historical, scientific and literary forms, supports individuals, states, and societies. Finally, students synthesize increasing connections among regions in Afroeurasia resulting from Greek trade, travel, and colonies, followed by the conquests of Alexander the Great and the spread of Hellenistic culture.³¹

Essential Questions:

- Cause and Consequence: How did the environment influence human migration, ancient ways of life, and the development of societies?
- Historical Significance: How did societies interact with each other? How did connections between societies increase over time?
- Continuity and Change: What were the early human ways of life and how did they change over time?
- Cause and Consequences: How did the major religious and philosophical systems support individuals, rulers, and societies?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ- How Great was Alexander the Great? or Citizenship in Athens and Rome: Which was the Better System?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- Athens Builds a Limited Democracy
- TDQ- Pericles Leads Athens

Suggested Activities and Materials:

Students will ...

- Create a Multi-Flow Map about the cause and effects of permanent settlement in ancient Greece, focusing on the physical geography and how the Greeks used it differently than other civilizations.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. The Geography of Greece, pp. 355-360.
 - TCI: Activity 1.1. “Understanding Geography’s Effect on Settlement in Ancient Greece”
- Investigate the causes and effects of permanent settlement in Greece.
 - TCI: Activity 1.2. “Crete and Mycenae: Identifying the Roots of Greek Civilization”
- Examine the origin story of ancient Greece and determine its cultural impact.
 - Greece Creation Myth. *Creation Myths of Civilization*. Web. 2016. <http://www.bibliotecapleyades.net/mitos_creacion/esp_mitoscreacion_6.htm>
- Analyze the differences between the Spartan and Athenian city-states and evaluate which one had a greater impact on world history.
 - DBQ Education in Sparta: Did the Strengths Outweigh the Weaknesses?
 - Athens and Sparta: In Which Society Would You Like to Live? *The History Project*, 2015. Web 2016. <<http://historyproject.uci.edu/6thgraderesources/>>
 - Scroll down on the above website to find the link to the lesson.
 - TCI: Activity 2.2. “Touring Athens During the Golden Age”
- Analyze the four major styles of government in ancient Greek city-states and evaluate which one was most effective in the development of civilization.
 - TCI: Activity 1.4. “Tracing the Development of Democracy in Ancient Greece”

³¹ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Athenian Democracy. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/athenian-democracy>>³²
- Compare and contrast Greek and Persian civilizations and evaluate the impact of the Persian Wars on world history. Create a Multi-Flow Map about the Persians Wars to demonstrate their understanding of the causes and effects of the conflict.
 - From the Mediterranean to India: An Age Of Greek and Persian Power. *World History for Us All*, 2016. Web. 2016 <http://worldhistoryforusall.sdsu.edu/units/four/landscape/Era04_landscape4.php>
 - Pressured by Persia: The Persian Empire 550 – 479 BCE. *World History for Us All*, 2016. Web. 2016 <http://worldhistoryforusall.sdsu.edu/units/four/closeup/Era04_closeup442.php>
 - Does Cyrus Deserve to be Called ‘The Great? *The History Project*. Web. 2016. <<http://historyproject.uci.edu/6thgraderesources/>>
 - Scroll down on the above website to find the link to the lesson.
 - TCI: Activity 2.1. “Understanding the Persian Wars Through Visual Metaphors”
- Create a Multi-Flow Map about the Peloponnesian Wars. Students can then categorize the short/long-term causes and the short/long-term effects using a graphic organizer.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. From History of the Peloponnesian War, p.R56.
- Evaluate why Alexander of Macedonia is a significant historical figure in Greek History.
 - TCI: Activity 3.1. “Alexander the Great: Hero or Villain?”
 - What did Alexander the Great Look Like? *UCI History Project*. Web. 2016 <<http://historyproject.uci.edu/6thgraderesources/>>
 - Scroll down on the above website to find the link to the lesson and other resources.
- Analyze Greek literature and mythology as reflections of daily life in Greece.
 - TCI: Activity 5.1. “Creating a Dramatic Reading to Commemorate Ancient Greece”
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. From the Iliad, p.R51.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. From Aesop’s Fables: The Wolf in Sheep’s Clothing, p.R53.
 - *World History: Ancient Civilizations*, McDougal Littell, © 2006. Greek Myth: The Boy Who Flew, pp. R54-55.
- Create a Tree Map using the characteristics of civilization using ancient Greece-specific content. Then, evaluate the importance of the cultural and technological achievements of the ancient Greeks.
 - TCI: Activity 4.1. “Recognizing Ancient Greek Achievements in the Modern World”
 - Perseus Greek and Roman Digital Library. *Tufts University*. Web. 2016. <<http://www.perseus.tufts.edu/hopper/>>
 - Greek Pottery. *University of California, Berkeley: History-Social Science Project*, 2013. Web. 2016. <<http://ucbhssp.berkeley.edu/content/greek-pottery-ancient-civilizations>>

Textbook:

World History: Ancient Civilizations, McDougal Littell, © 2006. Chapters 11-12.

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

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

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

³² You must create a free login to access resources on this site.

wider Mediterranean region.

6.4.2: Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in Ancient Greece.

6.4.3: State the differences between Athenian, or direct, democracy and representative democracy.

6.4.4: 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,

6.4.5: Outline the founding, expansion, and political organization of the Persian Empire.

6.4.6: Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persia and Peloponnesian Wars.

6.4.7: Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. 6,4,8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

Unit 9: Ancient Rome, the Republic through the Empire

Duration: 3-4 Weeks

Description: In this final unit, students investigate the strengths and weaknesses of the Roman Republic, especially those that led to the ultimate demise of Roman influence. Most importantly, students explain the ways that the Romans advance the concept of citizenship and influence the spread of Christianity. Further, students debate the influence of the environment on expansion of Rome and its integrated trade networks. In turn, students discuss how connections with other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influenced and affected the Romans.³³

Essential Questions:

- Cause and Consequence: How did the environment influence human migration, ancient ways of life, and the development of societies?
- Historical Significance: How did societies interact with each other? How did connections between societies increase over time?
- Continuity and Change: What were the early human ways of life and how did they change over time?
- Cause and Consequences: How did the major religious and philosophical systems support individuals, rulers, and societies?

Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ- How Great was Alexander the Great? or Citizenship in Athens and Rome: Which was the Better System?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- Two Parables of Jesus
- TDQ- The Roman Republic

Suggested Activities and Materials:

Students will ...

- Understand the geography of Rome and create a multi-flow map about the cause and effects of permanent settlement in ancient Rome, focusing on the physical geography.

³³ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- *World History: Ancient Civilizations*, McDougal Littell, © 2006. The Geography of Ancient Rome, pp. 431-436.
- Analyze the social structure of Ancient Rome.
 - TCI: Activity 2.2. “Write a Travel Guide About Daily Life in Ancient Rome.”
 - TCI: Activity 1.2. “Patricians and Plebeians: Experiencing a Struggle for Power.”
 - Roman Slavery 100 BCE – 450 CE. *World History for Us All*, 2016. Web. 2016 <http://worldhistoryforall.sdsu.edu/units/four/closeup/Era04_closeup452.php>
 - Women’s Life in Ancient Rome 200 BCE – 250 CE. *World History for Us All*, 2016. Web. 2016 <http://worldhistoryforall.sdsu.edu/units/four/closeup/Era04_closeup453.php>
- Explain the ways that the Romans advance the concept of citizenship.
 - How Did Ancient Rome Become so Powerful? *The History Project*. Web. 2016. <<http://historyproject.uci.edu/6thgraderesources/>>
 - Scroll down on the above website to find the link to the lesson.
 - Roman Republic. *Stanford History Education Group*, 2016. Web. 2016. <<https://sheg.stanford.edu/roman-republic>>³⁴
 - Virtual Catalog of Roman Coins. *Austin College*. Web. 1998. <<http://artemis.austincollege.edu/acad/cml/rcap/vcrc/>>
- Examine the role of religion in Ancient Rome and the origins of Christianity.
 - TCI: Activity 3.1. “The Beginnings of Christianity”
 - TCI: Activity 3.2. “Comparing Early Christian and Ancient Roman Beliefs”
- Explain how Romans persecuted the Christians.
 - Roman Empire and Christianity. *Stanford History Education Group*, 2016. Web. 2016. <<https://sheg.stanford.edu/roman-empire-christianity>>³⁵
- Analyze documents about Christianity and explain how Christianity took hold in the ancient world.
 - Mini DBQ Project: How did Christianity take hold in the Ancient World?
- Debate the influence of the environment on expansion of Rome and its integrated trade networks as connections with other societies (the Greeks, Hellenistic states, Han China, Parthian Persia) influenced and affected the Romans.
 - TCI: Activity 1.1. “Discovering Etruscan and Greek Influences on Roman Civilization.”
 - Governing Empires: The Roman and Han Empires. *University of California, Berkeley: History-Social Science Project*. Web. 2016. <<http://ucbhssp.berkeley.edu/content/governing-empires-roman-and-han-empires>>
- Evaluate the cause and the effects of the Punic Wars.
 - TCI: Activity 1.3. “Predicting the Outcomes of the Punic Wars Between Rome and Carthage”
- Investigate the legacies of the Roman Empire and evaluate its impact on world history.
 - TCI: Activity 4.2 “Recognizing Roman Engineering Achievements in the Modern World”
 - Roman Art and Architecture 500 BCE – 400 CE. *World History for Us All*, 2016. Web. 2016 <http://worldhistoryforall.sdsu.edu/units/four/closeup/Era04_closeup451.php>

Textbook:

World History: Ancient Civilizations, McDougal Littell, © 2006. Chapters 13-14..

Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

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

³⁴ You must create a free login to access resources on this site.

³⁵ You must create a free login to access resources on this site.

- 6.7.1: 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.
- 6.7.2: Describe the government of the Roman Republic and its significance.
- 6.7.3: Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire.
- 6.7.4: Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.
- 6.7.5: 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.
- 6.7.6: 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.
- 6.7.7: Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
- 6.7.8: Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, “Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY.”

COURSE MATERIALS:

World History: Ancient Civilizations, McDougal Littell, © 2006.

RESOURCES:

Documents

- Using Formative Assessment for Differentiation LBUSD ELA Curriculum Documents
- CTE Standards <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ELD Standards <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

District Offices

- History Curriculum Office (562) 997-8000, ext. 2956

CLASSROOM PERFORMANCE CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

	F	D	C	B	A
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide

	selected response	for selected response	for selected response	for selected response	for selected response
Graded Written Assignments, Performance Assessments and Projects	A score of one on a six-point rubric, or a score of one on a four-point rubric	A score of two on a six-point rubric, or a score of two on a four-point rubric,	A score of three or four on a six-point rubric, or a score of two on a four-point rubric	A score of four or five on a six-point rubric, a score of three on a four-point rubric	A score of five or six on a six-point rubric, or a score of four on a four-point rubric
Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response

Standard Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Suggested Grade Weighting:

1. Homework and Notebooks 10%

- This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
- Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.
- If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.

2. Classwork, In-class, or Suggested Assignments 30%

- After processing course material in notes, students create products.
- Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.

3. Periodic Quizzes and Unit Exams 30%

- Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments.
- Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.

4. Research Products or Performance Tasks 30%

- History-Social Science research reports should teach students research and critical thinking skills.
- Students should use a variety of sources and learn how to evaluate sources for reliability.
- Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

Submitted by: Neal Cates, Alison Lewis, Marika Manos, and Kevin Smith

Submission Date: July 1, 2016

School/Office: History Office, OCIPD

Original Board Approval Date: 2001

Revised Board Approval Date: 4/3/06; 7/5/11; 7/18/16

Saved on L/drive, Common, Manos, Course Outlines, 6th World