

# Williamsport Area Middle School

## Social Studies Curriculum

### Grade 7

### World History through 1500

#### Unit I. An Introduction to World History (2 weeks-10 hrs..)

#### III. Specific Grade Level Standards

##### **GEOGRAPHY STANDARDS**

##### **9.1 Basic Geographic Literacy (Mastery Level)**

- A. Explain geographic tools and their use
  - a. Development and use of geographic tools
  - b. Construction of maps
  - c. Geographic representations to track spatial patterns.
  - d. Mental maps to organize and understand the human and physical features of the United States.
- B. Explain and locate places and regions.
  - a. How regions are created to interpret Earth's complexity (eg., the differences among formal regions, perceptual regions)
  - b. How characteristics contribute to regional changes (eg., economic development accessibility, demographic change)
  - c. How culture and experience influence perceptions of places and regions
  - d. How structures and alliances impact regions
  - e. How regions are connected (eg., watersheds and river systems, patterns of world trade, cultural ties, migration)

##### **9.2 The Physical Characteristics of Places and Regions (Mastery Level)**

- A. Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.
  - a. climate
  - b. landform regions
- B. Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.
  - a. wind systems
  - b. water cycle
  - c. erosion cycle
  - d. plate tectonics
  - e. ocean currents

### **9.3 The Human Characteristics of Places and Regions (Extension Level)**

- A. Explain the human characteristics of places and regions by their population characteristics.
  - a. spatial distribution, size, density and demographic characteristics of population at the state and national level.
  - b. demographic structure of a population (eg., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model)
  - c. effects of different types and patterns of human movement
- B. Explain the human characteristics of places and regions by their cultural characteristics.
  - a. ethnicity of people at the national level (eg., customs, celebrations, languages, religions)
  - b. culture distribution (eg., ethnic enclaves and neighborhoods)
  - c. cultural diffusion (eg., acculturation and assimilation, cultural revivals of language)
- C. Explain the human characteristics of places and regions by their settlement characteristics.
- D. Explain the human characteristics of places and regions by their economic activities.
  - b. factors that shape spatial patterns of economic activity (eg., comparative advantage in location of economic activities; changes in resources trade; distribution of trade flow)
  - c. technological changes that affect the definitions of, access to, and natural resources (eg., the role of exploration, extraction, use and depletion of resources)
- E. Explain the human characteristics of places and regions by their political activities.
  - c. political and public policy that affect geography (eg., open space, urban development)

### **9.4 The Interactions Between People and Places (Mastery Level)**

- A. Explain the impacts of physical systems on people.
  - a. how people depend on, adjust to and modify physical systems on national scale
  - b. ways in which people in hazard-prone areas adjust their ways of life (eg., building design in earthquake areas, dry farming techniques in drought-prone areas)
- B. Explain the impacts of people on physical systems.
  - a. forces by which people modify the physical environment (eg., increasing population; new agricultural techniques; industrial processes)
  - b. spatial effects of activities in one region on another region ...

## **HISTORY STANDARDS**

### **8.19 Historical Analysis and Skills Development (Extension Level)**

- A. Analyze chronological thinking.
  - a. difference between past, present and future.
  - b. sequential order of historical narrative.

- c. data presented in time lines
- d. continuity and change
- e. context for events

## **NEW PERFORMANCE STANDARDS**

### **A1. Problem Solving (Extension Level)**

Apply problem solving strategies in purposeful ways, both in situations where the problem and desirable solutions are clearly evident and in situations requiring a creative approach to achieve an outcome.

- A1a. Design a Product, Service, or System.  
The student designs and creates a product, service, or system to meet an identified need.
- A1b. Improve a System  
The student troubleshoots problems in the operation of a system in need of repair or devises and tests ways of improving the effectiveness of a system in operation.
- A1c. Plan and Organize an Event or an Activity  
The student plans and organizes an event or an activity.

### **A2. Communication Tools and Techniques (Extension Level)**

Communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written and graphic means of expression.

- A2a. The student makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter.
- A2b. The student prepares a formal written proposal or report to an organization beyond the school.
- A2c. The student develops a multi-media presentation, combining text, images, and/or sound.

### **A3. Information Tools and Techniques (Extension Level)**

Use information gathering techniques, analyze and evaluate information, and use information technology to assist in collecting, analyzing, organizing, and presenting information.

- A3a. The student gathers information to assist in completing project work.
- A3b. The student uses on-line sources to exchange information for specific purposes.
- A3c. The student uses word-processing software to produce a multi-page document.
- A3d. The student writes, adds content to, and analyzes a data base program that uses a relational data base.
- A3e. The student creates, edits, and analyzes a spreadsheet of information that displays data in tabular, numeric format and includes multiple graphs.

### **A4. Learning and Self-management Tools and Techniques (Mastery Level)**

Manage and direct one's own learning.

- A4a. The student learns from models.
- A4b. The student reviews his or her own progress in completing

work activities and adjusts priorities as need to meet deadlines.

A4c. The student evaluates his or her performance.

**A5. Tools and Techniques for Working with Others (Extension Level)**

Work with others to achieve a shared goal, help other people to learn on-the-job, and respond effectively to the needs of a client.

A5a. The student participates in the establishment and operation of self-directed work teams.

**Unit II. Ancient Egypt (4 weeks- 20 hrs.)**

**III. Specific Grade-Level Standards.**

**GEOGRAPHY STANDARDS**

**9.1 Basic Geographic Literacy (Mastery Level)**

A. Explain geographic tools and their use

- a. Development and use of geographic tools
- b. Construction of maps
- c. Geographic representations to track spatial patterns

B. Explain and locate places and regions.

- a. How regions are created to interpret Earth's complexity (eg., the differences among formal regions, perceptual regions)
- b. How characteristics contribute to regional changes (eg., economic development accessibility, demographic change)
- c. How culture and experience influence perceptions of places and regions
- d. How structures and alliances impact regions
- e. How regions are connected (eg., watersheds and river systems, patterns of world trade, cultural ties, migration)

**9.2 The Physical Characteristics of Places and Regions (Extension Level)**

A. Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.

- a. climate
- b. landform regions

B. Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.

- a. wind systems
- b. water cycle
- c. erosion cycle
- d. plate tectonics
- e. ocean currents

**9.3 The Human Characteristics of Places and Regions (Extension Level)**

A. Explain the human characteristics of places and regions by their population characteristics.

- a. spatial distribution, size, density and demographic characteristics of population at the state and national level.

- b. demographic structure of a population (eg., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model)
  - c. effects of different types and patterns of human movement
- B. Explain the human characteristics of places and regions by their cultural characteristics.
  - a. ethnicity of people at the national level (eg., customs, celebrations, languages, religions)
  - b. culture distribution (eg., ethnic enclaves and neighborhoods)
  - c. cultural diffusion (eg., acculturation and assimilation, cultural revivals of language)
- C. Explain the human characteristics of places and regions by their settlement characteristics.
  - b. forces that have reshaped modern settlement patterns (eg., central city decline, suburbanization, the development of transport systems)
  - c. internal structure of cities (eg., manufacturing zones, inner and outer suburbs, the locations of infrastructure)
- D. Explain the human characteristics of places and regions by their economic activities.
  - b. factors that shape spatial patterns of economic activity (eg., comparative advantage in location of economic activities; changes in resources trade; distribution of trade flow)
  - c. technological changes that affect the definitions of, access to, and natural resources (eg., the role of exploration, extraction, use and depletion of resources.)
- E. Explain the human characteristics of places and regions by their political activities.
  - c. political and public policy that affect geography (eg., open space, urban development)

#### **9.4 The Interactions Between People and Places (Extension Level)**

- A. Explain the impacts of physical systems on people.
  - a. how people depend on, adjust to and modify physical systems on national scale
  - b. ways in which people in hazard-prone areas adjust their ways of life (eg., building design in earthquake areas, dry farming techniques in drought-prone areas)
- B. Explain the impacts of people on physical systems.
  - a. forces by which people modify the physical environment (eg., increasing population; new agricultural techniques; industrial processes and pollution)
  - b. spatial effects of activities in one region on another region

### **HISTORY STANDARDS**

#### **8.19 Historical Analysis and Skills Development (Mastery Level)**

- A. Analyze chronological thinking.
  - a. difference between past, present and future.
  - b. sequential order of historical narrative.
  - c. data presented in time lines

- d. continuity and change
- e. context for events

## **NEW PERFORMANCE STANDARDS**

### **A1. Problem Solving (Extension Level)**

Apply problem solving strategies in purposeful ways, both in situations where the problem and desirable solutions are clearly evident and in situations requiring a creative approach to achieve an outcome.

A1a. Design a Product, Service, or System.  
The student designs and creates a product, service, or system to meet an identified need.

A1c. Plan and Organize an Event or an Activity  
The student plans and organizes an event or an activity.

### **A2. Communication Tools and Techniques (Mastery Level)**

Communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written and graphic means of expression.

A2a. The student makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter.

A2b. The student prepares a formal written proposal or report to an organization beyond the school.

A2c. The student develops a multi-media presentation, combining text, images, and/or sound.

### **A3. Information Tools and Techniques (Mastery Level)**

Use information gathering techniques, analyze and evaluate information, and use information technology to assist in collecting, analyzing, organizing, and presenting information.

A3a. The student gathers information to assist in completing project work.

A3b. The student uses on-line sources to exchange information for specific purposes.

A3c. The student uses word-processing software to produce a multi-page document.

A3d. The student writes, adds content to, and analyzes a data base program that uses a relational data base.

A3e. The student creates, edits, and analyzes a spreadsheet of information that displays data in tabular, numeric format and includes multiple graphs.

### **A4. Learning and Self-management Tools and Techniques (Extension Level)**

Manage and direct one's own learning.

A4a. The student learns from models.

A4b. The student reviews his or her own progress in completing work activities and adjusts priorities as need to meet deadlines.

A4c. The student evaluates his or her performance.

### **A5. Tools and Techniques for Working with Others (Extension Level)**

Work with others to achieve a shared goal, help other people to learn on-the-job, and respond effectively to the needs of a client.

- A5a. The student participates in the establishment and operation of self-directed work teams.
- A5b. The student plans and carries out a strategy for including at least one new member in a work program.

**Unit III. Ancient Mesopotamia (4 weeks- 20 hrs.)**

**III. Specific Grade-Level Standards**

**ECONOMICS STANDARDS**

**10.1 Economic Systems (Extension Level)**

- E. Describe fluctuations in the economic activity of a society.

**10.2 Markets and the Influences of Governments (Extension Level)**

- E. Explain the laws of supply and demand and predict how changes in supply and demand affect equilibrium price and quantity sold.
- H. Analyze the economic roles of governments
  - a. Ensure efficiency
  - b. Promote economic growth and stability

**10.4 Economic Interdependence (Extension Level)**

- A. Explain why specialization may lead to increased production and consumption.
- B. Explain how trade may improve a society's standard of living.
- C. Explain why governments sometimes restrict trade.

**GEOGRAPHY STANDARDS**

**9.2 The Physical Characteristics of Places and Regions (Mastery Level)**

- A. Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.
  - a. Climate
  - b. Landform regions

**9.4 The Interactions Between People and Places (Extension Level)**

- A. Explain the impacts of physical systems on people.
  - b. Ways in which people in hazard-prone areas adjust their ways of life
- B. Explain the impacts of people on physical systems.
  - a. Forces by which people modify the physical environment

**CIVICS AND GOVERNMENT STANDARDS**

**5.1 Principles and Documents of Government (Extension Level)**

- A. Define and explain the major arguments for the necessity of government.
- B. Describe historical examples of the importance of the rule of law.

- a. Sources
- b. Purposes
- c. Functions

**HISTORY STANDARDS**

**8.19 Historical Analysis and Skills Development (Mastery**

**Level)**

- A. Analyze chronological thinking.
  - a. Difference among past, present, and future.
  - b. Sequential order of historical narrative.
  - c. Data presented in time lines.
  - d. Continuity and change.
  - e. Context for events.
- B. Explain and interpret historical comprehension.
  - a. Literal meaning of a historical passage.
  - b. Data in historical maps, graphs, and tables.
  - c. Different historical perspectives
  - d. Visual and mathematical data from maps, graphs, and tables.
  - e. Visual data presented in historical evidence.
- C. Analyze the fundamentals of historical interpretation.
  - a. Fact versus opinion.
  - b. Reasons/causes for multiple points of view.
  - c. Illustrations in historical stories.
  - d. Cause and result.
  - e. Author or source used to develop historical narratives.
  - f. Central issues.
- D. Analyze and interpret historical research.
  - a. Event (time and place).
  - b. Facts, folklore, and fiction.
  - c. Formation of a historical question.
  - d. Primary sources.
  - e. Secondary sources.
  - f. Conclusions.
  - g. Credibility.

**8.49 World History (Mastery Level)**

A. Interpret the interaction of cultural, economic, geographical, political, and social relations from 4000 BCE to 1000 BCE.

to 1000

- a. Identify individuals and groups impacting the rise and decline of civilizations.
  - 1. Groups and cultures.
  - 2. Political and military leaders.
- b. Identify and analyze the importance of historical evidence.
  - 1. Documents, writings, and oral traditions.
  - 2. Artifacts, architecture, and historical places.

3. The arts and culture.
- c. Analyze continuity and change on societies and individuals.
  1. Political and social organization.
  2. Innovation.
  3. Industry and commerce.
- d. Analyze the impact of conflicts and cooperation

among groups.

1. Military conflicts.
2. Social unrest.
3. Religious conflict.

#### **NEW PERFORMANCE STANDARDS**

##### **A3. Information Tools and Techniques. (Mastery Level)**

Use information gathering techniques, analyze and evaluate information, and use information technology to assist in analyzing, organizing, and presenting information. collecting, information.

A3a. The student gathers information to assist in completing project work.

A3b. The student uses on-line sources to exchange information for specific purposes.

##### **A4. Learning and Self-management Tools and Techniques. Manage and direct one's own learning. (Mastery Level)**

A4c. The student evaluates his or her performance.

#### **IV. Ancient India (4 Weeks- 20 hrs.)**

#### **III. Specific Grade-Level Standards.**

#### **NEW PERFORMANCE STANDARDS**

##### **A1. Problem Solving (Mastery Level)**

Apply problem solving strategies in purposeful ways, both in situations where the problem and desirable solutions are clearly evident and in situations requiring a creative approach to achieve an outcome.

A1a. Design a Product, Service, or System.

The student designs and creates a product, service, or system to meet an identified need

A1c. Plan and Organize an Event or an Activity

The student plans and organizes an event or an activity.

##### **A2. Communication Tools and Techniques (Mastery Level)**

Communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written and graphic means of expression.

A2a. The student makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter.

A2b. The student prepares a formal written proposal or report to an organization beyond the school.

A2c. The student develops a multi-media presentation, combining text, images, and/or sound.

**A3. Information Tools and Techniques (Mastery Level)**

Use information gathering techniques, analyze and evaluate information, and use information technology to assist in collecting, analyzing, organizing, and presenting information.

A3a. The student gathers information to assist in completing project work.

A3b. The student uses on-line sources to exchange information for specific purposes.

A3c. The student uses word-processing software to produce a multi-page document.

A3d. The student writes, adds content to, and analyzes a data base program that uses a relational data base.

A3e. The student creates, edits, and analyzes a spreadsheet of information that displays data in tabular, numeric format and includes multiple graphs.

**A4. Learning and Self-management Tools and Techniques (Extension Level)**

Manage and direct one's own learning.

A4a. The student learns from models.

A4b. The student reviews his or her own progress in completing work activities and adjusts priorities as need to meet deadlines.

A4c. The student evaluates his or her performance.

**A5. Tools and Techniques for Working with Others (Mastery Level)**

Work with others to achieve a shared goal, help other people to learn on-the-job, and respond effectively to the needs of a client.

A5a. The student participates in the establishment and operation of self-directed work teams.

A5b. The student plans and carries out a strategy for including at least one new member in a work program.

**HISTORY STANDARDS**

**8.19 Historical Analysis and Skills Development (Mastery Level)**

A. Analyze chronological thinking.

- a. difference between past, present and future.
- b. sequential order of historical narrative.
- c. data presented in time lines
- d. continuity and change
- e. context for events

B. Explain and interpret historical comprehension.

- a. literal meaning of a historical passage.
- b. data in historical maps, graphs, and tables.
- c. different historical perspectives.
- d. visual and mathematical data from maps, graphs, and tables.
- e. visual data presented in historical evidence.

C. Analyze the fundamentals of historical interpretation.

- a. fact versus opinion
- b. reason/causes for multiple points of view
- c. illustrations in historical stories
- d. cause and result
- e. author or source used to develop historical narratives
- f. central issues

## **GEOGRAPHY STANDARDS**

### **9.1 Basic Geographic Literacy (Mastery Level)**

- A. Explain geographic tools and their use
  - a. Development and use of geographic tools
  - b. Construction of maps
  - c. Geographic representations to track spatial patterns.
  - d. Mental maps to organize and understand the human and physical features of the United States.
- B. Explain and locate places and regions.
  - a. How regions are created to interpret Earth's complexity (eg., the differences among formal regions, perceptual regions)
  - b. How characteristics contribute to regional changes (eg., economic development accessibility, demographic change)
  - c. How culture and experience influence perceptions of places and regions
  - d. How structures and alliances impact regions
  - e. How regions are connected (eg., watersheds and river systems, patterns of world trade, cultural ties, migration)

### **9.3 The Human Characteristics of Places and Regions (Extension Level)**

- A. Explain the human characteristics of places and regions by their population characteristics.
  - a. spatial distribution, size, density and demographic characteristics of population at the state and national level.
  - b. demographic structure of a population (eg., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model)
  - c. effects of different types and patterns of human movement
- B. Explain the human characteristics of places and regions by their cultural characteristics.
  - a. ethnicity of people at the national level (eg., customs, celebrations, languages, religions)
  - b. culture distribution (eg., ethnic enclaves and neighborhoods)
  - c. cultural diffusion (eg., acculturation and assimilation, cultural revivals of language)
- C. Analyze and interpret historical research
  - a. event (time and place)
  - b. facts, folklore and fiction
  - c. formation of a historical question
  - d. primary sources

- e. secondary sources
- f. conclusions (eg., History Day, projects, mock trials, speeches)
- g. credibility

**Unit V. Ancient China (4 Weeks- 20 hrs.)**

**III. Specific Grade-Level Standards**

**HISTORY STANDARDS**

**8.19 Historical Analysis and Skills Development (Mastery Level)**

- A. Analyze chronological thinking
  - a. Difference among past, present, and future
  - b. Sequential order of historical narrative
  - c. Data presented in time lines
  - d. Continuity and change
  - e. Context for events
- B. Explain and interpret historical comprehension
  - a. Literal meaning of a historical passage
  - b. Data in historical maps, graphs, and tables
  - c. Different historical perspectives
  - d. Visual and mathematical data from maps, graphs, and tables
  - e. Visual data presented in historical evidence
- C. Analyze the fundamentals of historical interpretation
  - a. Fact versus opinion
  - b. Reason/causes for multiple points of view
  - c. Illustrations in historical stories
  - d. Cause and result
  - e. Author or source used to develop historical narratives
  - f. Central issues
- D. Analyze and interpret historical research
  - a. Event (time and place)
  - b. Facts, folklore, and fiction
  - c. Formation of a historical question
  - d. Primary sources
  - e. Secondary sources
  - f. Conclusions
  - g. Credibility

**8.49 World History (Mastery Level)**

- A. Interpret the interaction of cultural, economic, geographical political, and social relations from 4000 BCE to 1000 BCE
  - a. Identify individuals and groups impacting the rise and decline of civilizations
    - 1. Groups and cultures
    - 2. Political and military leaders
  - b. Identify and analyze the importance of historical evidence

1. Documents, writings, and oral traditions
  2. Artifacts, architecture, and historical places
  3. The arts and culture
  - c. Analyze continuity and change on societies and individuals
    1. Political and social organization
    2. Innovation
    3. Industry and commerce
  - d. Analyze the impact of conflicts and cooperation among groups
    1. Military conflicts
    2. Social unrest
    3. Religious conflict
- B. Interpret the interaction of cultural, economic, geographical, political, and social relations from 1000 BCE to 300 CE
- a. Identify individuals and groups impacting the rise and decline of civilizations
    1. Groups and cultures
    2. Political and military leaders
  - b. Identify and analyze the importance of historical evidence
    1. Documents, writings, and oral traditions
    2. Artifacts, architecture, and historical places
    3. The arts and culture
  - c. Analyze continuity and change on societies and individuals
    1. Political and social
    2. Innovation
    3. Industry and commerce
  - d. Analyze conflict and cooperation in world history
    1. Military conflict
    2. Social unrest
    3. Religious conflict

## **GEOGRAPHY STANDARDS**

### **9.2 The Physical Characteristics of Places and Regions (Mastery Level)**

- A. Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems
  - a. Climate
  - b. Landform regions

### **9.3 The Human Characteristics of Places and Regions (Extension Level)**

- B. Explain the human characteristics of places and regions by their cultural characteristics
  - a. Ethnicity of people at the national level (e.g., customs, celebrations, languages, religions)

- b. Culture distribution (e.g., ethnic enclaves and neighborhoods)
- c. Cultural diffusion (e.g., acculturation and assimilation, cultural revivals of language)

**9.4 The Interactions Between People and Places**  
(Extension Level)

- A. Explain the impacts of physical systems on people
  - b. Ways in which people in hazard-prone areas adjust their ways of life
- B. Explain the impacts of people on physical systems
  - a. Forces by which people modify the physical environment

**ECONOMIC STANDARDS**

**10.4 Economic Interdependence (Mastery Level)**

- B. Explain how trade may improve a society's standard of living

**New Performance Standards**

**A3. Information Tools and Techniques (Mastery Level)**

Use information gathering techniques, analyze and evaluate information, and use information technology to assist in collecting, analyzing, organizing, and presenting information.

- A3a. The student gathers information to assist in completing project work.
- A3b. The student uses on-line sources to exchange information for specific purposes.

**A5. Tools and Techniques for Working with Others (Mastery Level)**

- Work with others to achieve a shared goal, help other people to learn on-the-job, and respond effectively to the needs of a client.
- A5a. The student participates in the establishment and operation of self-directed work teams.

**VI. Ancient Greece (4 Weeks- 20 Hrs.)**

**III. Specific Grade-Level Standards**

**HISTORY STANDARDS**

**8.19 Historical Analysis and Skills Development (Mastery Level)**

- A. Analyze chronological thinking
  - a. Difference among past, present, and future
  - b. Sequential order of historical narrative
  - c. Data presented in time lines
  - d. Continuity and change

- e. Context for events
- B. Explain and interpret historical comprehension
  - a. Literal meaning of a historical passage
  - b. Data in historical maps, graphs, and tables
  - c. Different historical perspectives
  - d. Visual and mathematical data from maps, graphs, and tables
  - e. Visual data presented in historical evidence
- C. Analyze the fundamentals of historical interpretation
  - a. Fact versus opinion
  - b. Reason/causes for multiple points of view
  - c. Illustrations in historical stories
  - d. Cause and result
  - e. Author or source used to develop historical narratives
  - f. Central issues
- D. Analyze and interpret historical research
  - a. Event (time and place)
  - b. Facts, folklore, and fiction
  - c. Formation of a historical question
  - d. Primary sources
  - e. Secondary sources
  - f. Conclusions
  - g. Credibility

**8.49 World History (Mastery Level)**

- A. Interpret the interaction of cultural, economic, geographical political, and social relations from 4000 BCE to 1000 BCE
  - a. Identify individuals and groups impacting the rise and decline of civilizations
    - 1. Groups and cultures
    - 2. Political and military leaders
  - b. Identify and analyze the importance of historical evidence
    - 1. Documents, writings, and oral traditions
    - 2. Artifacts, architecture, and historical places
    - 3. The arts and culture
  - c. Analyze continuity and change on societies and individuals
    - 1. Political and social organization
    - 2. Innovation
    - 3. Industry and commerce
  - d. Analyze the impact of conflicts and cooperation among groups
    - 1. Military conflicts
    - 2. Social unrest
    - 3. Religious conflict

- 300 CE
- B. Interpret the interaction of cultural, economic, geographical, political, and social relations from 1000 BCE to
- a. Identify individuals and groups impacting the rise and decline of civilizations
    1. Groups and cultures
    2. Political and military leaders
  - b. Identify and analyze the importance of historical evidence
    1. Documents, writings, and oral traditions
    2. Artifacts, architecture, and historical places
    3. The arts and culture
  - c. Analyze continuity and change on societies and individuals
    1. Political and social
    2. Innovation
    3. Industry and commerce
  - d. Analyze conflict and cooperation in world history
    1. Military conflict
    2. Social unrest
    3. Religious conflict

## **GEOGRAPHY STANDARDS**

### **9.1 Basic Geographic Literacy (Mastery Level)**

- B. Explain and locate places and regions.

## **CIVICS AND GOVERNMENT STANDARDS (Mastery Level)**

### **5.1 Principles and Documents of Government**

- A. Define and explain the major arguments advanced for the necessity of government.
- B. Describe historical examples of the importance of the rule of law.

### **5.2 Rights and Responsibilities of Citizenship (Mastery Level)**

- A. Analyze the essential rights and responsibilities of citizens in systems of government.

## **New Performance Standards**

### **A1. Problem Solving (Extension Level)**

Apply problem solving strategies in purposeful ways, both in situations where the problem and desirable solutions are clearly evident and in situations requiring a creative approach to achieve an outcome.

- A1a. Design a Product, Service, or System.  
The student designs and creates a product, service, or system to meet an identified need.
- Alb. Improve a System  
The student troubleshoots problems in the operation of a system in need of repair or devises and tests ways of improving the effectiveness of a system in operation.
- Alc. Plan and Organize an Event or an Activity

The student plans and organizes an event or an activity.

**A2. Communication Tools and Techniques (Extension Level)**

Communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written and graphic means of expression.

A2a. The student makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter.

A2b. The student prepares a formal written proposal or report to an organization beyond the school.

A2c. The student develops a multi-media presentation, combining text, images, and/or sound.

**A3. Information Tools and Techniques (Extension Level)**

Use information gathering techniques, analyze and evaluate information, and use information technology to assist in collecting, analyzing, organizing, and presenting information.

A3a. The student gathers information to assist in completing project work.

A3b. The student uses on-line sources to exchange information for specific purposes.

A3c. The student uses word-processing software to produce a multi-page document.

A3d. The student writes, adds content to, and analyzes a data base program that uses a relational data base.

A3e. The student creates, edits, and analyzes a spreadsheet of information that displays data in tabular, numeric format and includes multiple graphs.

**A4. Learning and Self-management Tools and Techniques (Mastery Level)**

Manage and direct one's own learning.

A4a. The student learns from models.

A4b. The student reviews his or her own progress in completing work activities and adjusts priorities as need to meet deadlines.

A4c. The student evaluates his or her performance.

**A5. Tools and Techniques for Working with Others (Extension Level)**

Work with others to achieve a shared goal, help other people to learn on-the-job, and respond effectively to the needs of a client.

A5a. The student participates in the establishment and operation of self-directed work teams.

**VII. Ancient Rome (4 Weeks- 20 Hrs.)**

**III. Specific Grade-Level Standards**

**GEOGRAPHY STANDARDS**

**9.1 Basic Geographic Literacy (Mastery Level)**

B. Explain and locate places and regions.

**CIVICS AND GOVERNMENT STANDARDS (Mastery Level)**

## 5.1 Principles and Documents of Government

A. Define and explain the major arguments advanced for the necessity of government.

B. Describe historical examples of the importance of the rule of law.

## 5.2 Rights and Responsibilities of Citizenship (Mastery Level)

A. Analyze the essential rights and responsibilities of citizens in systems of government.

### HISTORY STANDARDS

## 8.19 Historical Analysis and Skills Development (Mastery Level)

A. Analyze chronological thinking.

B. Explain and interpret historical comprehension.

C. Analyze the fundamentals of historical interpretation.

D. Analyze and interpret historical research

## 8.49 World History (Mastery Level)

B. Interpret the interaction of cultural, economic, geographical, political, and social relations from 500 BC to 500

CE.

### NEW PERFORMANCE STANDARDS

#### A1. Problem Solving (Extension Level)

Apply problem solving strategies in purposeful ways, both in situations where the problem and desirable solutions are clearly evident and in situations requiring a creative approach to achieve an outcome.

A1a. Design a Product, Service, or System.

The student designs and creates a product, service, or system to meet an identified need.

Alb. Improve a System

The student troubleshoots problems in the operation of a system in need of repair or devises and tests ways of improving the effectiveness of a system in operation.

Alc. Plan and Organize an Event or an Activity

The student plans and organizes an event or an activity.

#### A2. Communication Tools and Techniques (Extension Level)

Communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written and graphic means of expression.

A2a. The student makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter.

A2b. The student prepares a formal written proposal or report to an organization beyond the school.

A2c. The student develops a multi-media presentation, combining text, images, and/or sound.

#### A3. Information Tools and Techniques (Extension Level)

Use information gathering techniques, analyze and evaluate information, and use information technology to assist in collecting, analyzing, organizing, and presenting information.

- A3a. The student gathers information to assist in completing project work.
- A3b. The student uses on-line sources to exchange information for specific purposes.
- A3c. The student uses word-processing software to produce a multi-page document.
- A3d. The student writes, adds content to, and analyzes a data base program that uses a relational data base.
- A3e. The student creates, edits, and analyzes a spreadsheet of information that displays data in tabular, numeric format and includes multiple graphs.
- A4. Learning and Self-management Tools and Techniques (Mastery Level)**  
Manage and direct one's own learning.
  - A4a. The student learns from models.
  - A4b. The student reviews his or her own progress in completing work activities and adjusts priorities as need to meet deadlines.
  - A4c. The student evaluates his or her performance.
- A5. Tools and Techniques for Working with Others (Extension Level)**  
Work with others to achieve a shared goal, help other people to learn on-the-job, and respond effectively to the needs of a client.
  - A5a. The student participates in the establishment and operation of

## **VIII. Ancient Middle East (4 Weeks- 20 Hrs.)**

### **III. Specific Grade-Level Standards**

#### **HISTORY STANDARDS**

##### **8.19 Historical Analysis and Skills Development (Mastery Level)**

- A. Analyze chronological thinking
  - a. Difference between past, present, and future
  - b. Sequential order of historical narrative
  - c. Data presented in time lines
  - d. Continuity and change
  - e. Contest for events
- B. Explain and interpret historical comprehension
  - a. Literal meaning of a historical passage
  - b. Data in historical maps, graphs, and tables
  - c. Different historical perspectives
  - d. Visual and mathematical data from maps, graphs, and tables
  - e. Visual data presented in historical evidence
- C. Analyze the fundamentals of historical interpretation
  - a. Fact versus opinion
  - b. Reasons/causes for multiple points of view
  - c. Illustrations in historical stories

- d. Cause and result
- e. Author or source used to develop historical narratives
- f. Central issues
- D. Analyze and interpret historical research
  - a. Event (time and place)
  - b. Facts, folklore, and fiction
  - c. Formation of a historical question
  - d. Primary sources
  - e. Secondary sources
  - f. Conclusions
  - g. Credibility

**8.49 World History (Mastery Level)**

- C. Interpret the interaction of cultural, economic, geographical, political, and social relations from 300 CE to 1000 CE
  - a. Identify individuals and groups impacting the rise and decline of civilizations
    - 1. Groups and cultures
    - 2. Political and military leaders
  - b. Identify and analyze the importance of historical evidence
    - 1. Documents, writings, and oral traditions
    - 2. Artifacts, architecture, and historical places
    - 3. The arts and culture
  - c. Analyze continuity and change on societies and individuals
    - 1. Political and social organization
    - 2. Innovation
    - 3. Industry and commerce
  - d. Analyze conflict and cooperation in world history
    - 1. Military conflict
    - 2. Social unrest
    - 3. Religious conflict

**GEOGRAPHY STANDARDS**

**9.2 The Physical Characteristics of Places and Regions (Mastery Level)**

- A. Explain the physical characteristics of place and regions including spatial patterns of Earth's physical systems
  - a. Climate
  - b. Landform regions

**ECONOMIC STANDARDS**

**10.4 Economic Interdependence (Mastery Level)**

- B. Explain how trade may improve a society's standard of living
- C. Explain why governments sometimes restrict trade

**New Performance Standards**

**A3. Information Tools and Techniques. (Mastery Level)**

Use information gathering techniques, analyze and evaluate information, and use information technology to assist in collecting, analyzing, organizing, and presenting information.

A3a. The student gathers information to assist in completing project work.

A3b. The student uses on-line sources to exchange information for specific purposes.

## **IX. The Beginning of Modern Times (4 Weeks- 20 Hrs.)**

### **III. Specific Grade-Level Standards** **HISTORY STANDARDS**

#### **8.19 Historical Analysis and Skills Development (Mastery Level)**

- A. Analyze chronological thinking
  - a. Difference between past, present, and future
  - b. Sequential order of historical narrative
  - c. Data presented in time lines
  - d. Continuity and change
  - e. Contest for events
- B. Explain and interpret historical comprehension
  - a. Literal meaning of a historical passage
  - b. Data in historical maps, graphs, and tables
  - c. Different historical perspectives
  - d. Visual and mathematical data from maps, graphs, and tables
  - e. Visual data presented in historical evidence
- C. Analyze the fundamentals of historical interpretation
  - a. Fact versus opinion
  - b. Reasons/causes for multiple points of view
  - c. Illustrations in historical stories
  - d. Cause and result
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  - f. Central issues
- D. Analyze and interpret historical research
  - a. Event (time and place)
  - b. Facts, folklore, and fiction
  - c. Formation of a historical question
  - d. Primary sources
  - e. Secondary sources
  - f. Conclusions
  - g. Credibility

#### **8.49 World History (Mastery Level)**

- C. Interpret the interaction of cultural, economic, geographical political, and social relations from 300 CE to 1000 CE
  - a. Identify individuals and groups impacting the rise

- and decline of civilizations
  - 1. Groups and cultures
  - 2. Political and military leaders
- b. Identify and analyze the importance of historical evidence
  - 1. Documents, writings, and oral traditions
  - 2. Artifacts, architecture, and historical places
  - 3. The arts and culture
- c. Analyze continuity and change on societies and individuals
  - 1. Political and social organization
  - 2. Innovation
  - 3. Industry and commerce
- d. Analyze conflict and cooperation in world history
  - 1. Military conflict
  - 2. Social unrest
  - 3. Religious conflict

## **GEOGRAPHY STANDARDS**

### **9.1 Basic Geographic Literacy (Mastery Level)**

- B. Explain and locate places and regions.

## **CIVICS AND GOVERNMENT STANDARDS**

### **5.1 Principles and Documents of Government (Mastery Level)**

- A. Define and explain the major arguments advanced for the necessity of government.
- B. Describe historical examples of the importance of the rule of law.

### **5.2 Rights and Responsibilities of Citizenship (Mastery Level)**

- A. Analyze the essential rights and responsibilities of citizens in systems of government.

## **New Performance Standards**

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The student designs and creates a product, service, or system to meet an identified need.
- A1b. Improve a System  
The student troubleshoots problems in the operation of a system in need of repair or devises and tests ways of improving the effectiveness of a system in operation.
- A1c. Plan and Organize an Event or an Activity  
The student plans and organizes an event or an activity.

### **A2. Communication Tools and Techniques (Extension Level)**

Communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written and graphic means of expression.

- A2a. The student makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter.
- A2b. The student prepares a formal written proposal or report to an organization beyond the school.
- A2c. The student develops a multi-media presentation, combining text, images, and/or sound.

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Use information gathering techniques, analyze and evaluate information, and use information technology to assist in collecting, analyzing, organizing, and presenting information.

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**A4. Learning and Self-management Tools and Techniques (Mastery Level)**

Manage and direct one's own learning.

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- A4b. The student reviews his or her own progress in completing work activities and adjusts priorities as need to meet deadlines.
- A4c. The student evaluates his or her performance.

**A5. Tools and Techniques for Working with Others (Extension Level)**

Work with others to achieve a shared goal, help other people to learn on-the-job, and respond effectively to the needs of a client.

- A5a. The student participates in the establishment and operation of self-directed work teams.