

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: WORLD CIVILIZATIONS HONORS</b> <b>COURSE NUMBER: 106</b>
<b>GRADE(S): 9</b>	<b>PRE-REQUISITES (IF ANY):</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Historical Method and Prehistory	7 days	<ul style="list-style-type: none"> <li>Introduction to study skills and expectations</li> <li>Historical methodology</li> <li>Theories of prehistory, development of agriculture, and city development.</li> <li>Introduction to historical debates and controversies</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify types of evidence and steps of constructing the historical record.</li> <li>Define bias, point of view, fact, and value.</li> <li>Identify and evaluate alternative thesis statements in secondary readings.</li> <li>Develop note-taking strategies.</li> <li>Practice close reading of primary and secondary texts.</li> <li>Organize and present oral presentations with a clear thesis and supporting evidence.</li> <li>Listen to multiple presentations and identify significant points.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory essay</li> <li>Class discussion</li> <li>Quiz</li> <li><i>Ape Man</i> inquiry exercise</li> <li>Small group analysis and class presentations on articles presenting scholarly controversies about early peoples</li> </ul>	LS 1, 3, 6, 7, 8, 10, 12
Ancient Near East	23 days	<ul style="list-style-type: none"> <li>Mesopotamia: geography, cultural patterns, cultural change, role of warfare, values and attitudes, cultural diffusion, technology</li> <li>Egypt: unique characteristics, comparison to Mesopotamia</li> <li>Other Near Eastern peoples: Hittites, Babylonians, Phoenicians, Hebrews, Assyrians, Persians</li> <li>Factors in rise and fall of different groups</li> <li>Cultural influences on historical interpretations</li> <li>Concept of time periods, chronology</li> <li>Role of individuals in history</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Draw inferences from primary sources.</li> <li>Trace influence of geography on development of culture.</li> <li>Define culture, civilization, cultural diffusion, empire, etc.</li> <li>Apply definitions to specific cultures.</li> <li>Analyze causation.</li> <li>Use laws and literature to analyze cultural patterns.</li> <li>Analyze issues of evidence and interpretation in <i>Romer's Egypt</i> and <i>The Dead Sea Scrolls</i>.</li> <li>Participate in a study group to prepare for exam.</li> <li>Complete a research project using an inquiry model to develop a thesis and supporting evidence.</li> <li>Evaluate sources in annotated bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>Skits</li> <li>Research inquiry sequence</li> <li>Annotated bibliography</li> <li>Study groups</li> <li>Test</li> </ul>	LS 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 16, 19, 20
Greece	32 days (w/exam period)	<ul style="list-style-type: none"> <li>Events, significant people and characteristics of periods of Greek history</li> <li>Role of geography and resources in shaping Greek society</li> <li>Greek values and attitudes, influence within period and subsequently</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze drama and art as historical evidence.</li> <li>Trace development of culture and political institutions.</li> <li>Demonstrate listening skills and ability to express ideas with supporting evidence in graded discussions.</li> <li>Differentiate cultural and political patterns within</li> </ul>	<ul style="list-style-type: none"> <li>Graded discussion of <i>Iphigenia</i></li> <li>Quizzes</li> <li>Philosophy forum</li> <li>Board games (optional)</li> <li>Test with art ID's</li> <li>Generalizations on</li> </ul>	LS 1, 2, 3, 5, 7, 8, 9, 16, 19, 20

		<ul style="list-style-type: none"> <li>• Art</li> <li>• Modes of thinking: inquiry and evidence</li> <li>• Role of warfare: detailed examination of the Peloponnesian War</li> <li>• Origins of the discipline of history</li> <li>• Comparison of primary and secondary sources</li> <li>• Evaluation of the legacy of Greece</li> </ul>	<p>the Greek world.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of Greek philosophical concerns through participating in a mock symposium.</li> <li>• Develop generalizations based on a detailed study of primary and secondary sources.</li> <li>• Work with other students in a study group to review material.</li> <li>• Demonstrate mastery of both detail and broad concepts on an exam.</li> </ul>	Peloponnesian War	
Rome	17 days	<ul style="list-style-type: none"> <li>• Origins and evolution of Roman society</li> <li>• Comparison of Julius and Augustus: What makes a successful leader?</li> <li>• Rome as a multicultural society</li> <li>• Roman attitudes and institutions</li> <li>• Analysis of stereotyping: Nero, “barbarians”</li> <li>• Origins of Christianity</li> <li>• The legacy of Rome</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Read and apply secondary analysis of Roman values to specific individuals and events.</li> <li>• Describe Roman institutions and cultural characteristics.</li> <li>• Analyze the role of the army, gladiators, and violence in Roman society.</li> <li>• Use limited primary sources to analyze an historical question.</li> <li>• Develop criteria for effective leadership and apply to Roman leaders.</li> <li>• Use demographic information to analyze population trends.</li> <li>• Compare multiple explanations for Rome’s decline.</li> <li>• Evaluate Rome as a multicultural society.</li> <li>• Follow a multiple step research process to formulate a research question and present a conclusion organized around a thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Graded discussions</li> <li>• Quizzes</li> <li>• Comparative chart on Julius Caesar and Augustus</li> <li>• Research paper integrating multiple sources to support an analytical thesis</li> <li>• Test</li> </ul>	LS 1, 2, 3, 6, 7, 8, 9, 16,19, 20
Islam and Medieval Africa	12 days	<ul style="list-style-type: none"> <li>• Origins and beliefs of Islam</li> <li>• Islamic culture; changing political structures</li> <li>• Spread of Islam; focus on influence in Africa</li> <li>• Historiographic issues in African history; evidence, stereotyping and bias</li> <li>• Regional and cultural differences; differing cultural patterns in ancient and medieval Africa</li> <li>• Trading empires</li> <li>• Migration patterns</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyze patterns of cultural diffusion and change using multiple print and non-print sources.</li> <li>• Compare geographic factors influencing cultural differences in African civilizations.</li> <li>• Analyze the structure and importance of trade in Africa.</li> <li>• Organize group research and develop display for Africa Fair.</li> <li>• Conduct Africa Fair as both “guide” and “tourist.”</li> <li>• Analyze issues of evidence and interpretation in African history in essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-factor maps</li> <li>• Test</li> <li>• Africa Fair</li> <li>• Essay on stereotyping and historiographic issues</li> </ul>	LS 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 20

<p>Medieval Europe and Japan</p>	<p>31 days</p>	<ul style="list-style-type: none"> <li>• Challenges of studying medieval cultures</li> <li>• Early Middle Ages: Feudal system, manorialism, role of church</li> <li>• Medieval Europe at its height: economic expansion, nation formation, Christian expansion, comparison of differing patterns</li> <li>• The culture of medieval Europe: revival of learning, new artistic styles</li> <li>• Decline of medieval institutions</li> <li>• Japanese feudal system</li> <li>• Tokugawa shogunate</li> <li>• Comparison of Europe and Japan</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Participate in graded discussions with references to specific texts.</li> <li>• Describe crucial characteristics of medieval societies at different periods.</li> <li>• Construct a theme-based timeline with group based on selection of crucial characteristics.</li> <li>• Complete three research projects for magazine following varied criteria.</li> <li>• Demonstrate historical imagination in magazine articles.</li> <li>• Work with group to assemble magazine including both research articles and appropriate ads, features, etc.</li> <li>• Evaluate both primary and secondary sources used for magazine research.</li> <li>• Compare feudalism in Africa, Europe, and Japan.</li> <li>• Demonstrate mastery of both facts and concepts on a comprehensive exam.</li> <li>• Apply understanding of morality, mystery, and miracle plays to write a script and perform a play.</li> </ul>	<ul style="list-style-type: none"> <li>• Graded discussion “Hazards”</li> <li>• Group timelines</li> <li>• Generalizations</li> <li>• Medieval magazine project</li> <li>• Library skills evaluation</li> <li>• Annotated bibliography</li> <li>• Exam</li> <li>• Medieval play</li> </ul>	<p>LS 1, 2, 3, 5, 7, 8, 9,11, 12, 15, 16, 19, 20</p>
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