

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: WORLD CIVILIZATIONS HONORS
GRADE(S): 9	PRE-REQUISITES (IF ANY):

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Historical Method and Prehistory	7	<ul style="list-style-type: none"> • Introduction to study skills and expectations • Historical methodology • Theories of prehistory, development of agriculture, and city development. • Introduction to historical debates and controversies 	<ul style="list-style-type: none"> • Identify types of evidence and steps of constructing the historical record • Define bias, point of view, fact, value • Identify and evaluate alternative thesis statements in secondary readings • Develop note taking strategies • Practice close reading of primary and secondary texts • Organize and present oral presentations with a clear thesis and supporting evidence • Listen to multiple presentations and identify significant points 	<ul style="list-style-type: none"> • Introductory essay • Class discussion • Quiz • <i>Ape Man</i> inquiry exercise • Small group analysis and class presentations on articles presenting scholarly controversies about early peoples 	<p>LS 1,3,6,7,8,10,12</p>
Ancient Near East	23	<ul style="list-style-type: none"> • Mesopotamia: Geography, cultural patterns, cultural change, role of warfare, values and attitudes, cultural diffusion, technology • Egypt: Unique characteristics, comparison to Mesopotamia • Nubia: Historiographic issues • Other Near Eastern peoples: Hittites, Babylonians, Phoenicians, Hebrews, Assyrians, Persians • Factors in rise and fall of different groups • Analyze cultural influences on historical interpretations • Concept of time periods, chronology • Role of individuals in history 	<ul style="list-style-type: none"> • Draw inferences from primary sources • Trace influence of geography on development of culture • Define culture, civilization, cultural diffusion, empire, etc. • Apply definitions to specific cultures • Analyze causation • Use laws and literature to analyze cultural patterns • Analyze issues of evidence and interpretation in <i>Romer's Egypt, Nubia: Forgotten Kingdom</i> and <i>The Dead Sea Scrolls</i> • Participate in a study group to prepare for exam 	<ul style="list-style-type: none"> • Maps • Skits • Formal research paper • Annotated bibliography • Study groups • Test 	<p>LS 1,2,3,5,6,7,8,9,10,11,16,19,20</p>

			<ul style="list-style-type: none"> • Complete a research project using an inquiry model to develop a thesis and supporting evidence • Prepare a formal research paper • Evaluate sources in annotated bibliography 		
Greece	32 with exam period	<ul style="list-style-type: none"> • Events, significant people and characteristics of periods of Greek history • Role of geography and resources in shaping Greek society • Greek values and attitudes, influence within period and subsequently • Art • Modes of thinking: inquiry and evidence • Role of warfare: detailed examination of the Peloponnesian War • Origins of the discipline of history • Comparison of primary and secondary sources • Evaluation of the legacy of Greece 	<ul style="list-style-type: none"> • Analyze drama and art as historical evidence • Trace development of culture and political institutions • Demonstrate listening skills and ability to express ideas with supporting evidence in graded discussions • Differentiate cultural and political patterns within the Greek world • Demonstrate an understanding of Greek philosophical concerns through participating in a mock symposium • Develop generalizations based on a detailed study of primary and secondary sources • Work with other students in a study group to review material • Demonstrate mastery of both detail and broad concepts on an exam 	<ul style="list-style-type: none"> • Graded discussion of <i>Iphigenia</i> • Quizzes • Philosophy forum • Board games (Optional) • Test with art ID's • Generalizations on Peloponnesian War 	LS 1,2,3,5,7,8,9,16,19,20
Rome	17	<ul style="list-style-type: none"> • Origins and evolution of Roman society • Comparison of Julius and Augustus: What makes a successful leader? • Rome as a multicultural society • Roman attitudes and institutions • Analysis of stereotyping: Nero, "barbarians" 	<ul style="list-style-type: none"> • Read and apply secondary analysis of Roman values to specific individuals and events • Describe Roman institutions and cultural characteristics • Analyze the role of the 	<ul style="list-style-type: none"> • Graded discussions • Quizzes • Comparative chart on Julius Caesar and Augustus • Research paper integrating multiple sources to support an analytical thesis 	LS 1,2,3,6,7,8,9,16,19,20

		<ul style="list-style-type: none"> • Origins of Christianity • The legacy of Rome 	<p>army, gladiators, and violence in Roman society</p> <ul style="list-style-type: none"> • Use limited primary sources to analyze an historical question • Develop criteria for effective leadership and apply to Roman leaders • Use demographic information to analyze population trends • Compare multiple explanations for Rome's decline • Evaluate Rome as a multicultural society • Follow a multiple step research process to formulate a research question and present a conclusion organized around a thesis 	<ul style="list-style-type: none"> • Test 	
Islam and Medieval Africa	12	<ul style="list-style-type: none"> • Origins and beliefs of Islam • Islamic culture; changing political structures • Spread of Islam; focus on influence in Africa • Historiographic issues in African history; evidence, stereotyping and bias • Regional and cultural differences; differing cultural patterns in ancient and medieval Africa • Trading empires • Migration patterns 	<ul style="list-style-type: none"> • Analyze patterns of cultural diffusion and change using multiple print and non-print sources • Compare geographic factors influencing cultural differences in African civilizations • Analyze the structure and importance of trade in Africa • Organize group research and develop display for Africa Fair • Conduct Africa Fair as both 'guide' and 'tourist' • Analyze issues of evidence and interpretation in a graded discussion and essay 	<ul style="list-style-type: none"> • Multi-factor maps • Test • Africa Fair • Essay on stereotyping and historiographic issues 	<p>LS</p> <p>1,2,4,5,6,7,8,9,10,11,12,16,20</p>

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