

HISTORY/SOCIAL SCIENCE

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Curriculum Standard One: The students will describe what is known through archaeological studies of the early physical and cultural development of mankind from Paleolithic Era to the agricultural revolution.

Performance Objective	Critical Attributes	Benchmarks/Assessment
*1. The students will be able to demonstrate knowledge of the hunter-gatherer societies and their characteristics.	A. Can the students identify and explain the characteristics of the hunter-gatherer societies?	<ul style="list-style-type: none"> • In cooperative groups, the students will compare and contrast hunting and gathering to agricultural life today. The students will role-play as hunter/gatherer.
*2. The students will be able to explain the variety of environments and how humans adapted and populated these major world regions.	A. Can the students infer the causal relationship between migration and adaptation for survival?	<ul style="list-style-type: none"> • Through using and charting maps, the students will trace the movement of peoples through migration.
3. The students will be able to describe climactic changes and human modifications of the physical environment that gave rise to domestication of plants and animals and the increase in the sources of clothing and shelter.	A. Can the students explain how the climate and physical environment affected domestication of plants and animals and how the source of clothing and shelter increased?	<ul style="list-style-type: none"> • The students will use a flow chart to show how the climactic changes forced humans to adapt more or die and the domestication of plants and animals with an increase in clothing and shelter should be included and their significance.

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Curriculum Standard Two: The students will analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will be able to locate and describe the rivers, physical settings that led to permanent settlements, and early civilizations in Mesopotamia, Egypt, and Kush.</p>	<p>A. Can the students identify and describe the river system and physical settings that led to permanent settlements and early civilizations?</p>	<ul style="list-style-type: none"> • The students will point to locations on an “Old World” and current map. • The students will construct (through a diorama) or draw a picture of the physical settings of the period.
<p>*2. The students will demonstrate a knowledge of agricultural development and techniques that produced surplus and led to the emergence of cities as centers of culture and power.</p>	<p>A. Can the students explain how the development of agricultural techniques improved to such an extent as to produce a surplus and lead to burgeoning city centers of culture and power?</p>	<ul style="list-style-type: none"> • The students will construct a flow chart showing the progress of the countries due to improved agricultural techniques and development. • The student will graph cities as they progress and emerge (i.e., bar graph, line graph).
<p>*3. The students will show an understanding of the relationship between religion, social, and the political order in Mesopotamia and Egypt.</p>	<p>A. Can the students identify the similarities and differences between the religion, social, and political order in Mesopotamia and Egypt?</p>	<ul style="list-style-type: none"> • The students will construct a hierarchical pyramid showing the relationship between religion, social, and political order. • The students will compare and contrast relationships in groups or on paper. • The students will construct a Venn diagram.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will explain the significance of Hammurabi’s Code.</p>	<p>A. Can the students explain the significance of Hammurabi’s code and how it changed the nature of ethics?</p>	<ul style="list-style-type: none"> • The students will role play Hammurabi. • The students will draw his code and explain it on a chart. • The students will break into groups and debate the need and importance of the code.
<p>*5. The students will analyze and interpret Egyptian art and architecture.</p>	<p>A. Can the students create an example of Egyptian art and explain its significance?</p>	<ul style="list-style-type: none"> • The students will use an empty shampoo bottle and paper mache to make a mummy which will be placed into a shoe box as a tomb. Both items will be decorated and painted in Egyptian style. The students will explain the significance of aspects of the piece. • The students will hold a fashion show of student-made art, clothing, jewelry, etc. • The students will carve soap scarabs. • The students will create a bulletin board of architecture and art of Egypt.
<p>6. The students will be able to locate and describe the role of Egyptian trade in the Eastern Mediterranean and Nile Valley.</p>	<p>A. Can the students show and describe the location of Egyptian trade in the Eastern Mediterranean and Nile Valley?</p>	<ul style="list-style-type: none"> • The students will draw a map placing the points of trade correctly. • The students will write a report explaining briefly the role of Egyptian trade in the Eastern Mediterranean and Nile Valley.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
7. The students will be able to explain the significance of the lives of Queen Hatshepsut and Ramses the Great.	A. Can the students explain the significance of the lives of Queen Hatshepsut and Ramses the Great?	<ul style="list-style-type: none"> • The students will recall and list the accomplishments of Ramses the Great. • The students will recall/list the accomplishments of Queen Hatshepsut.
8. The students will locate and explain the political, commercial, and cultural relationship of the Kush civilization to Egypt.	A. Can the students locate and explain the political, commercial, and cultural relationship between Kush and the Egyptian civilization?	<ul style="list-style-type: none"> • The students will compare and contrast the relationships of Kush and Egypt. • The students will hold a discussion group comparing and contrasting the two civilizations.
*9. The students will be able to trace the evolution of language and its written forms.	A. Can the students trace the evolution of language and its written form?	<ul style="list-style-type: none"> • The students will show the progression of language by using a stylus or stick to write a cuneiform pictographic message in clay or outside in the sand or dirt on the play ground. • The students will try to communicate with one another by creating messages to interpret.

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Curriculum Standard Three: The students will analyze the geographic, political, economic, religious, and social structures of the early civilizations of the ancient Hebrews.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will be able to show an understanding of the origins and significance of Judaism and the monotheistic concept which set down the moral laws of humanity.</p>	<p>A. Can the students explain the origins and significance of Judaism and the monotheistic concept which set down the moral laws of humanity?</p>	<ul style="list-style-type: none"> • The students will draw parallels between modern ideas of “what is right” and Hebrew ideas of morality.
<p>*2. The students will be able to analyze the source of ethical teachings and central beliefs of Judaism (the Hebrew Bible, the commentaries), the practices and concepts of righteousness and justice, observance of laws, and how the ideas are reflected in the moral and ethical traditions of Western civilization.</p>	<p>A. Can the students describe and explain the source of ethical teachings and central beliefs of Judaism (the Hebrew Bible, the commentaries) practices and concepts of righteousness and justice, observance of laws, and how the ideas are reflected in the moral and ethical traditions of Western civilization?</p>	<ul style="list-style-type: none"> • The students will write a report on a Jewish tradition (i.e., Hanukah, Passover, Yom Kippur, Rosh Hashanah, Sharriot, etc.) • The students will discuss the significance of “keeping kosher”. • The students will locate pictures in magazines, etc. showing the observance of the holidays - showing menorahs, torahs, homulkas.
<p>*3. The students will analyze how Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai influenced the development of the Jewish religion.</p>	<p>A. Can the students identify the people who influenced and develop the Jewish religion and explain how and what they accomplished?</p>	<ul style="list-style-type: none"> • The students will select one or more of the religious figures, dress in costume, write a report, and role play. • The students will write a short interactive play, game “Who Am I”, yes/no questions.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will be able to locate the settlements and movements of Hebrews, including the Exodus, movement to or from Egypt, and the significance of the Exodus experience to the Jewish people and other people in history.</p> <p>5. The students will be able to understand how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of the land of Israel after the destruction of the 2nd Temple in 70.</p>	<p>A. Can the students identify, describe, and explain the settlements and movements of the Hebrew peoples including the Exodus movement to or from Egypt and the significance of the Exodus experience to the Jewish people and other people in history?</p> <p>A. Can the students explain the reasons behind the survival and development of Judaism despite the continuing dispersion of the Jewish population from Jerusalem and the rest of the land of Israel after the destruction of the 2nd Temple in 70?</p>	<ul style="list-style-type: none"> • The students will write an imaginary diary entry for a boy or girl who might have lived during that period and include in the diary entries the significance of the move, the emotions that came into play, and where they located. • The students will show and explain photos of the Western Wall and its significance in present day. • The students will write journal entries outlining their fears for personal safety and fears about the destruction of Jerusalem and their nation.

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Curriculum Standard Four: The students will analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will be able to make connections between geography and the development of city-states in the region of the Aegean Sea, including the patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p>	<p>A. Can the students understand and explain the connection between geography and the development of city-states in the region of the Aegean Sea, including the patterns of trade and commerce among the Greek city-states and within the wider Mediterranean region?</p>	<ul style="list-style-type: none"> • The students will create a map showing trade routes and a map showing Greece (labeling boundaries). • The students will create a timeline from 700 to 500 BC when the city-states grew. • The students will name a unique feature of Greece’s geography and suggest how it might have affected the Greeks. The students will read to confirm or disprove their speculations.
<p>*2. The students will be able to trace the path of transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in Ancient Greece and the significance of the invention of the idea of citizenship.</p>	<p>A. Can the students follow the pattern of government from tyranny and oligarchy to early democracy forms and back to dictatorship in Ancient Greece?</p>	<ul style="list-style-type: none"> • The students will create a flow chart showing the progression (evolution) of Greek government from monarchy, oligarchy, tyranny, to democracy. The students will label and explain why each system of government occurred.
<p>*3. The students will be able to note the key differences between Athenian (direct democracy) and the representative democracy.</p>	<p>A. Can the students discriminate between Athenian (direct democracy) and the representative democracy?</p>	<ul style="list-style-type: none"> • The students will make a Venn diagram of Athenian government (direct democracy) comparing/contrasting representative democracy.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will be able to understand the significance of Greek mythology in the daily life of people in the region and how Greek literature continues to permeate our literature and language today.</p>	<p>A. Can the students explain why Greek mythology in the daily life of people in the region was important back then and how Greek literature continues to be significant in modern literature and language today?</p>	<ul style="list-style-type: none"> • The students will draw from Pericles Funeral Oration. • The students will read excerpts from epics, such as <i>The Iliad and the Odyssey</i>, <i>Aesop's Fables</i>, and Greek mythology books. • The students will select a favorite myth and write a synopsis of the story. • The students will come in costume of a character from a Greek myth and be the character for the day. • The students will create their own myth. • The students will study myths of other cultures (i.e., Hawaiian, Roman).
<p>5. The students will be able to outline the founding, expansion, and political organization of the Persian Empire.</p>	<p>A. Can the students list and explain how the Persian Empire was founded, expanded and politically organized?</p>	<ul style="list-style-type: none"> • The students will construct a flow chart and timeline on a map or globe and outline the Persian Empire as it existed during the time of Ancient Greece. The students will answer why, from a geographic standpoint, Persia wanted to conquer Greece.
<p>*6. The students will be able to identify the similarities and differences between life in Athens and Sparta with emphasis on their roles in the Persian and Peloponnesian Wars.</p>	<p>A. Can the students compare and contrast life in Sparta and Athens with emphasis on their roles in the Persian and Peloponnesian Wars?</p>	<ul style="list-style-type: none"> • The students will construct a Venn diagram to compare Sparta and Athens. • The students will retell their version of the war, taking either the Spartan or Athenian position and how their background prepared them.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*7. The students will be able to understand the rise of Alexander the Great in the North and the spread of Greek culture eastward and into Egypt.</p>	<p>A. Can the students explain how Alexander the Great rose to power and spread Greek culture eastward and into Egypt?</p>	<ul style="list-style-type: none"> • The students will make maps of the four famous battles in the Persian War—Marathon, Thermopylae, Salamis, and Plataea. The students will color-code the Spartans, Athenian, and Persians and will include a legend to indicate what each color means. • The students, in small groups, will discuss and analyze Alexander the Great’s rise to power and his causes for the spread of Greek culture eastward and into Egypt. The students will be able to demonstrate proof of the spread through politics, religion, economics, art, literature, and social structures.
<p>*8. The students will be able to explain the significance and the reasons the contributions of the Greeks in arts and sciences (e.g., biographies of Hypatia, Socrates, Plato, Aristotle, Euclid, and Thueydida) endure.</p>	<p>A. Can the students explain the significance and reasons the contributions of the Greeks have endured through arts, science, etc.?</p>	<ul style="list-style-type: none"> • The students, in small groups, will identify modern examples of Greek literature (i.e., tragedies, comedies, etc.) and identify example of Greek architecture in modern structures. • The students will act out (role play) famous Greeks of early civilization.

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Curriculum Standard Five: The students will analyze the geographic, political, economic, religious, and social structure of the early civilizations of India.

Performance Objective	Critical Attributes	Benchmarks/Assessment
*1. The students will be able to locate and describe the rivers and physical settings that supported the rise of India.	A. Can the students identify and describe the river systems and physical settings that supported the rise of India?	<ul style="list-style-type: none"> • The students will draw a map labeling the rivers and describe the physical setting of the period.
2. The students will be able to explain the significance of the Aryan invasions.	A. Can the students explain the significance of the Aryan invasions?	<ul style="list-style-type: none"> • The students will hold a mock invasion, covering what led up to the invasion, what was its significance, and write the causes and effects of the invasion.
*3. The students will be able to show knowledge of major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	A. Can the students trace the beliefs and practices of Brahmanism in India and how they evolved into early Hinduism?	<ul style="list-style-type: none"> • The students will choose a major belief or practice of Brahmanism in India and translate in word (report) and action (role play) how it evolved into early Hinduism.
*4. The students will analyze the social structure of the caste system.	A. Can the students articulate each segment of the social structure of the caste system?	<ul style="list-style-type: none"> • The students will set up their own caste system based on modern criteria. • The students will compare and contrast today's type of acceptance non-acceptance with that of Ancient India. • The students will judge the merits of the caste system based on their values and beliefs.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*5. The students will learn of the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.</p>	<p>A. Can the students explain the life and moral teachings of Buddha and how these impacted India, Ceylon, and Central Asia?</p>	<ul style="list-style-type: none"> • The students will view art prints and literature reflecting Sidolhartha Gautama’s life. The students will choose one phase of his life and explain the significance of it to the overall teachings of Buddhism. • The students may want to write a report comparing and contrasting Buddha and his teachings to another religious leader past or present.
<p>6. The students will focus on the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka.</p>	<p>A. Can the students elaborate on the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka?</p>	<ul style="list-style-type: none"> • The students will interpret the growth of the Maurya Empire and support or assess how these were political and moral achievements for the emperor of Asoka.
<p>7. The students will understand the importance of the aesthetic and intellectual traditions of Sanskrit literature, including the Ghagarad Gita, medicine, metallurgy, and mathematics, including Hindu-Arabic numerals and the zero.</p>	<p>A. Can the students summarize the importance of the aesthetic and intellectual traditions of Sanskrit literature, including the Ghagarad Gita, medicine, metallurgy, and mathematics, including Hindu-Arabic numerals and the zero?</p>	<ul style="list-style-type: none"> • The students will critique the importance of the aesthetic and intellectual traditions of Sanskrit literature, including the Ghagarad Gita, medicine, metallurgy, and mathematics, including Hindu-Arabic numerals and the zero through debate or an oral report.

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Curriculum Standard Six: The students will analyze the geographic, political, economic, religious, and social structures of the early civilization of China.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will be able to locate and describe the origins of the Chinese civilization in the Huang-He Valley Shang dynasty.</p>	<p>A. Can the students identify and describe the origins of the Chinese civilization in the Huang-He Valley Shang dynasty?</p>	<ul style="list-style-type: none"> • The students will map the locations of the Chinese civilization in the Huang-He Valley Shang dynasty and communicate how the Huang-He Valley Shang dynasty began.
<p>*2. The students will examine the geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that country from the rest of the world.</p>	<p>A. Can the students infer isolation of China from the rest of the world through examination of geographic features?</p>	<ul style="list-style-type: none"> • The students will give an appraisal of the geographic features of China and draw conclusions as to how that feature could hinder trade, movement of ideas, and development of sub-cultures and languages which gave rise to a character system of writing which transcended differences in spoken language.
<p>*3. The students will be able to describe the life of Confucius and explain the fundamental teachings of Confucianism and Taoism.</p>	<p>A. Can the students describe the life of Confucius and explain the fundamental teachings of Confucianism and Taoism?</p>	<ul style="list-style-type: none"> • The students will practice making characters with pen and ink (or paint brush) .

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will be able to identify political and cultural problems prevalent in the time of Confucius and how he sought to solve them.</p>	<p>A. Can the students relate the problems (political and cultural) prevalent of the time of Confucius and predict how he sought to solve them?</p>	<ul style="list-style-type: none"> • After reading Merilee Hayer’s <i>The Weaving of a Dream</i>, the students will collaborate with peers to identify Confucian teachings reflected in the story. Then the students will independently read a different Chinese tale or fable and write a short essay explaining how Confucian beliefs are exemplified in it. • The students will research Taoism and compare and contrast to Confucianism via a Venn diagram.
<p>5. The students will be able to cite the policies and achievements of the Emperor Shi Huangdi in unifying northern China under the Qin dynasty.</p>	<p>A. Can the students cite the policies and achievements of the Emperor Shi Huangdi in unifying northern China under the Qin dynasty?</p>	<ul style="list-style-type: none"> • The students will evaluate problems prevalent in the time of Confucius by graphic organizers or web (problems in the middle and solutions extending from them). • The students will assume the role of Emperor Shi Huangdi and draw up a document where he reads off his policies and achievements. The class applauds his accomplishments and a small Chinese tasting party could follow. • The students who plays the role of the emperor could be evaluated for their accuracy of policies and achievements by students.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>6. The students will be able to demonstrate an understanding of the political contributions of the Han dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p>	<p>A. Can the students demonstrate an understanding of the political contributions of the Han dynasty to the development of the imperial bureaucratic state and the expansion of the empire?</p>	<ul style="list-style-type: none"> • The students will draw parallels between the political contributions of the Han dynasty and the development of the imperial bureaucratic state.
<p>*7. The students will be able to explain the significance of the trans-European “silk roads” in the period other Han and Roman empires and their locations.</p>	<p>A. Can the students explain the significance of the trans-European “silk roads” in the period of the Han and Roman empires and their locations?</p>	<ul style="list-style-type: none"> • The students will map out the “silk road” and its locations and relate its significance in the Han and Roman empires to the rest of the world.
<p>8. The students will be able to demonstrate an understanding of diffusion of Buddhism northward to China during the Han dynasty.</p>	<p>A. Can the students grasp the idea of the diffusion of Buddhism northward to China during the Han dynasty?</p>	<ul style="list-style-type: none"> • The students will discuss the diffusion of Buddhism northward to China during the Han dynasty.

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Curriculum Standard Seven: The students will analyze the geographic, political, economic, and social structures in the development of Rome.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will be able to locate Ancient Rome and identify such mythical and historical figures as Aexneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Ciero.</p> <p>*2. The students will understand the character of the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).</p> <p>*3. The students will demonstrate a knowledge of the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the Roman empire fostered economic growth through the use of currency and trade routes.</p>	<p>A. Can the students locate and identify Ancient Rome and such mythical and historical figures as Aexneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Ciero?</p> <p>A. Can the students explain the character of the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty)?</p> <p>A. Can the students recount the political and geographical reasons for the growth of Roman territories and expansion of the empire fostering economic growth through the use of currency and trade routes?</p>	<ul style="list-style-type: none"> • The students will read some mythological stories with aforementioned figures. The students will write their own myth using the characteristics of a myth and compare Greek and Roman myths. • The students will examine the government of the Roman Republic and dissect its characteristics. The significance should be noted and compared to other governments past and present. • The students will list and explain the political and geographical reasons for the growth of Roman territories and expansion of the empire and relate these reasons to the fostering of economic growth through the use of currency and trade routes. • The students will map out trade routes.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will understand the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.</p>	<p>A. Can the students trace the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire?</p>	<ul style="list-style-type: none"> • The students will define and compare a republic and an empire and reference the influences of Julius Caesar and Augustus.
<p>*5. The students will show an understanding of the migration of Jews around the Mediterranean region and the effects of their conflict with the Roman’s restrictions of their right to live in Jerusalem.</p>	<p>A. Can the students outline the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Roman’s restrictions on their right to live in Jerusalem?</p>	<ul style="list-style-type: none"> • The students will outline the migration of Jews around the Mediterranean region and debate the effects of their conflict with the Romans, including the Roman’s restriction on their right to live in Jerusalem.
<p>*6. The students will understand 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 (e.g., belief in the Trinity, resurrection, salvation).</p>	<p>A. Can the students understand 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 (e.g., belief in the Trinity, resurrection, salvation)?</p>	<ul style="list-style-type: none"> • The students will frame questions that can be answered by historical study and research.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*7. The students will be knowledgeable concerning the circumstances that led to the spread of Christianity in Europe and other Roman territories.</p>	<p>A. Can the students understand the circumstances that led to the spread of Christianity in Europe and other Roman territories?</p>	<ul style="list-style-type: none"> • The students will explain the sources of continuity and how the combination of ideas and events explains the circumstances leading to the spread of Christianity in Europe and other Roman territories.
<p>*8. The students will appreciate the legacies of Roman art and architecture, technology and science, and literature.</p>	<p>A. Can the students show an appreciation of the legacies of Roman art and architecture, technology and science, and literature?</p>	<ul style="list-style-type: none"> • The students will show an appreciation of various photos/transparencies of paintings of buildings that are shown to the student and discussed by the student. • The students will construct a three-dimensional model of a piece of Roman technology and explain its significance.

