**SECONDARY - SYLLABUS 1st Nine Weeks-Mr. Martin**

**Title**: World History

**Grade**: High School

**Subject**: Social Studies

**GLE/CLE/CHECKS/SPIs:**

**Tennessee/National Standards**:

Recognize and name major physical geographic features. 3.1.1

Identify and explain methods of historical research and dissemination. (archaeology, anthropology, oral histories, primary and secondary sources, museums) 5.10.1a, b; 5.10.2a

Utilize the various historical research techniques to develop an original historical analysis. 5.10.2b

Examine the ways in which physical geographic features influence interaction of individuals and civilizations. 3.1.2

Assess the relative importance of physical geographic features on world historic events. 3.1.3

Recognize various cultural groups. 1.1.1

Define technology and list examples of technological developments. 2.2.1

List inventions, innovations, and other technological developments and incorporate the idea of change in the realms of communications, transportation, production, and lifestyle. 5.9.1

Describe the interaction between early human groups (agrarian, hunter-gatherer, nomadic, warrior, and pastoral), the environmental and survival methods that led to the formation of civilizations. 5.2.1, 2

Understand the chronological flow of historical eras and events in World History. (prehistory-4000 BCE) 5.1.1

|  |
| --- |
| **Instructional Strategies:**  |

 Summarizing Global Problem Solving

Seminar Sessions Interactive Discussions

Analysis of primary documents and artifacts Technology integration

Map skills Research

Connecting Prior Knowledge High Order Questioning

Consistent use of Graphic Organizers Creation of Artifact Learning Folders

Vocabulary Activities Role playing – acting

White board activities Analytical Thinking

Content rich online games

(Please Refer to the Instructional Maps)

**SECONDARY - SYLLABUS 1st Nine Weeks Content**

**Early Civilizations**

Recognize and name major physical features of Mesopotamia. 3.1.1

Describe the development of populations by recognizing the impact of physical geographic features and natural occurrences. (Ancient Middle East and Egypt) 3.3.1

List several major cultural works that have influenced world history (political, economic, social, cultural) and reflect an historical understanding of the Ancient Middle Eastern and Egyptian culture. 1.2.1, 1.2.3, 6.2.1, 6.3.1

Asses the impact and measure the exchange between an individual’s identity and the cultural group. 6.1.1a, b, 5.3.1

List examples of technological developments and analyze how they impacted economic systems. 2.2.1a, b

Rate and weigh the relative importance of various technological advancements. 5.3.3, 5.9.3

Recognize the role of individuals in governance. (Sargon I, Hammurabi, Nebuchadnezzar)4.2.1

Consider major world religions, research their historical development and analyze their philosophical development over time. (Judaism) 5.4.3, 5.4.1

**India**

Examine the ways in which physical geographic features (India’s subcontinent) influence interaction of individuals and civilizations. 3.1.2

Identify and label key traits of early India. 5.3.1

Study original works, which reflect an historical understanding of diverse cultures. (Indian epics) 1.2.3

Identify the major religious groups of India and describe the basic philosophies (Hinduism, Buddhism). 5.4.1,3

Detect and explain the existence of bias and stereotyping in historical context such as social class, caste system, and gender roles within Indian society. 6.1.3

**China**

Recognize and name major physical geographic features of China. 3.1.1

Examine the ways in which physical geographic features influence interaction of individuals and civilizations. 3.1.2

Recognize various cultural groups such as Asian. 1.1.1

List major cultural works from early China. 1.2.1

Recognize the role of individuals within the Chinese culture. 6.2.1

Define technology and list examples of technological developments. 2.2.1

Identify, describe, and rate the implementation of the feudal system in early China. 4.1.1, 4.1.3

Recall examples of two groups’ interaction such as economic and cultural exchanges. 6.3.1

Detect factors that cause individuals to establish contact and trade (Silk Road) with other groups. 6.3.2

Describe significant historical events that occurred during the Chinese Dynasties. 5.8.1

Explain the origin, evolution, decline and impact of empire building within the Chinese dynasties. 5.12.2

Compare and contrast diverse world cultures (Southwest Asia, Egypt, early India and early China) in order to identify, comprehend, and appreciate the contributions of various cultural groups. 1.1.2, 5.3.2

Rank the importance and impact of various technological advancements of the Mesopotamian, Egyptian, Indian, and Chinese cultures. 2.2.3

Judge the relative impact of various individuals, groups and institutions interact to produce continuity and change throughout world history. 6.2.3

**SECONDARY - SYLLABUS 1st Nine Weeks**

*Social Studies*

*STRUCTURE OF LESSON DELIVERY*

**Establishing routines:** Establish rules, policies, and procedures. Provide students with structure and

expectations.

**Objective:** State the goal of the lesson. Ensure the objective is aligned with the district and state

standards and that students can communicate the learning.

**Set/Motivation:** Activate prior knowledge about a topic or as an introduction to the lesson. Use the

set/motivation to get the students involved and enthused about the lesson.

**Whole Group Instruction:** Guided lesson that creates an open dialogue between the teacher and students.

**Direct Instruction:** Guide students through the lesson and provide all of the information needed before beginning guided or independent practice.

**Small Group Instruction:** Teacher places students in groups to differentiate instruction.

**Independent Practice:** Reinforcement tool used for homework or additional in-class practice.

**Closure: Lesson Wrap-up -** Teacher reviews the learning objective and checks for understanding.

|  |
| --- |
| **SECONDARY - SYLLABUS 1st Nine Weeks** **Nine-Week Plan:** |
| **Nine Week Plan****Week 1:** Students will create a mental map of the world. They will then create a world map using no text or resource. It will include the following: map key, compass rose and map scale. Students will label as many major physical features on their world map as they can remember from past knowledge. Students will then compare their map with actual world maps. H2.8 **Week 1:** Students will list and define the methods of historical research. (archaeology, anthropology, oral histories, primary and secondary sources) Students will choose one of these forms of research and write a 3.5 essay explaining why this would be their preferred method of historical research. H2.6, H3.2 **Week 2:** Using a maps, timelines, primary documents, secondary documents, and artifact students will write a 3.5 essay to explain the factors that lead to migration, the environmental impacts of the migration, and the cultural adaptations that occurred as a result. H2.7, H2.8 **Week 2:** Students will divide into two groups: Old Stone Age and New Stone Age. Groups will research the technological advancements within their assigned “age.” Students will then create a “then” and “now” collage comparing their “age” with present-day. Students will present their findings to the class. H3.3 **Week 3:** Students will divide into 2-3 person groups and develop a diorama, poster, or display of an “imaginary” civilization consistent with early human civilizations, given a set of environmental conditions and consider social, religious, technological, and economic factors as well. 5.2.3; H2.8, H3.3 **Week 3:** Students will research Middle Eastern civilizations. Students will construct a graphic organizer comparing Phoenician and Sumerian societies. H3.3 **Week 4:** Students will choose a studied civilization and a major cultural work from that civilization. Students will then design and create an artifact that could be from their civilization. H2.8 **Week 4:** Students will write a 3.5 essay in which technology is defined and examples of technology of this time period are given. Students will support the argument that the examples given can be considered technology by explaining the importance and impact each technological advance had on the civilization. H2.8, H5.3 **Week 5:** The class will be divided into three groups (Sargon I, Hammurabi, Nebuchadnezzar). Groups will construct a graphic organizer to assess the roles of the assigned leader within their government. Students will then create and perform a skit that demonstrates the characteristics of the leader ruling his kingdom. H5.3 **Week 5:** Students will create a time line outlining the development of Judaism. Students will compare and discuss findings. **Week 6:** Using a map of early India and a list of physical geographic features, students will label major physical features to include: Himalayan Mountains, Hindu Kush, Khyber Pass, Indus River, Ganges River, Indian Ocean, Thar Desert, and Bay of Bengal. Students will key the map to show differing elevations between Sea Level and 2,000 feet. Using the information from the map students will explain ways in which geography and climate have influenced the people of the Indian subcontinent. H2.7 **Week 6:** Students will label the civilizations of the Fertile Crescent, label geographic features, add a key and compass rose on an outline map.**Week 7:** Students will read excerpts from each of the following texts separately and complete a *Bhagavad Gita* , *Mahabharata, and Ramayana* comparison chart. H3.1 **Week 7:** Students will create a graphic organizer that compares and contrasts Hinduism and Buddhism. Students will then write a 3.5 essay comparing and contrasting the two religions the impact they have had on society. H3.1 **Week 8:** Students will create a chart that compares and contrasts the social history of groups within India They will then write a compare and contrast 3.5 essay using the information in the chart. Information should include: Which group(s) if any suffered from bias or stereotyping? How might the caste system have encouraged stereotyping, demand for conformity, and religious persecution? What impact would they have on individuality? What choices could women make in Indian society? H3.1 **Week 8:** Students will add the physical geographic features of China to an outline map: Gobi Desert, Yellow Sea, Himalayan Mountains, Huang River, Chang River, Pacific Ocean, East China Sea and South China Sea. Students will key the map to show differing elevations between Sea Level and 2,000 feet. The information from the map will be used to discuss ways in which geography influenced the interaction of individuals and civilizations. H2.7 **Week 9:** Students will label the civilizations of the dynasties of China on an outline map. They will create a time line for those dynasties. Students will then create a flip chart to list key traits, key information including the roles of individuals, and illustrations of cultural works for each dynasty. H2.7 **Week 9:** Students will create a time line identifying technological advancements during the early China time period. They will link the advancement with a Chinese dynasty. H2.4, H3.3 **Week 10: (SNW)** Students will construct a basic flow chart and trace the development of the feudal system within ancient China. Then they will write a response to the following question: How did feudalism affect life for nobles and peasants in ancient China? H3.3 **Week 10: (SNW)** Students will create a map, a graphic representation, or a model of the Silk Road. 6.3.3 **Week 11: (SNW)** Students will create a time line describing historical events in early China. Details should be given concerning cause and effect of these events. H3.3 **Week 11: (SNW)** As a culminating activity for the first nine weeks, Students will divide into groups and choose a civilization studied during the term. Students will create a presentation teaching about all aspects of their civilization. H1.1, H2.1, H3.4  |

Secondary Nine Weeks

Assessments

**Essays**

**Class Discussion**

**Maps**

**Graphic organizers**

**Skits**

**Presentation**

|  |
| --- |
|  **Resources/Materials:** |
| Outline mapsText Nettrekker United Streaming Multiple internet sites Maps 101, Texts www.discoveryeducation.com http://socialstudies.pppst.com/index.html www.brainpop.com http://www.mrnussbaum.com/ http://www.saisd.net/admin/curric/sstudies/teachstrat.html www.brainpop.com Social Studies Site http://socialstudiesforkids.com/ http://www.eduplace.com/ss/socsci/tn/ http://jc-schools.net/12powerfulwords/12powerfulwords.ppt Readings, Videos/movie clips, online research opportunities, vocabulary enforcement, research opportunities and activities.  **Interventions**Hand-on learning opportunities, incorporation of art, displays of learning, student create artifacts and writing/vocabulary activities. Other interventions should also be used as the teacher learns the students. A variety of instructional strategies may be pulled from the list above.  |