*6-8 World History*

For each standard, students will be given a score on a 4-point scale. The scale can be broken down as follows:

|  |  |
| --- | --- |
| 4 = Exceeds standard   * Consistently goes beyond the requirements for proficient work on the standard * Demonstrates a deeper level of knowledge and understanding of the standard, or that of a higher grade level | 2 = Approaching Standard   * Meets some requirements of proficient work * Demonstrates some knowledge and understanding |
| 3 = Meets standard   * Consistently meets requirements for proficient work on the standard * Demonstrates acceptable level of knowledge and understanding | 1 = Needs Support   * Partially meets minimum requirements for grade level work * Demonstrates little knowledge and understanding |

|  |  |  |
| --- | --- | --- |
| MLS: 6-8.WH.2.CC.A  Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas | | Objective:  Student can explain the causes and results of the Agricultural Revolution |
| Terms: Agricultural Revolution, Permanent Settlement, Society Civilization | |  |
| 4 | Student can, in addition to proficient:   * Explain how modern agricultural innovations affect & change society. |  |
| 3 | Student can:   * Explain how the Agricultural Revolution resulted in the development of permanent settlement & complex society/civilization * Explain the causes of the Agricultural Revolution |  |
| 2 | Student can:   * Explain the causes of the Agricultural Revolution |  |
| 1 | Student can show understanding of basic concepts |  |
| Expectation Unwrapped: The student will define and describe the terms Agricultural Revolution and complex society. The student will explain the causes of the Agricultural Revolution and its effects on the development of new and more complex societies in Asia, Africa, and the Americas. | | |

|  |  |  |
| --- | --- | --- |
| MLS: 6-8.WH.2.G.A  Describe how physical characteristics of river valleys supported permanent settlement and the rise of early civilizations. | | Objective:  Student can describe how the geography of river valleys led to settlement and the beginning of civilization |
| Terms: Tigris & Euphrates, Indus, Nile, Yellow, & Yangtze Rivers; River Valleys, Irrigation, Natural Barriers, physical characteristics, climate, vegetation, geography | |  |
| 4 | Student can, in addition to proficient:   * Explain how river valleys influenced the development and expansion of the United States |  |
| 3 | Student can:   * Explain the advantages and disadvantages of settlement in different river valleys * Explain the shared characteristics of river valleys that support settlements * Describe the climate and geography of different river valleys |  |
| 2 | Student can:   * Describe the climate and geography of different river valleys |  |
| 1 | Student can show understanding of basic concepts |  |
| Expectation Unwrapped: The student will investigate the physical characteristics of river valleys to understand the benefits and challenges of various topographic and environmental features on human settlements. The student will draw conclusions as to how different geographic features of river valleys (climate, vegetation, geography, and topography) supported or deterred permanent settlements and the rise of early civilizations. | | |

|  |  |  |
| --- | --- | --- |
| MLS: 6-8.WH.2.PC.D  Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of ancient civilizations | | Objective:  Student can describe the advancements of a civilization and its legacy |
| Terms: Technological, Scientific, Intellectual, Artistic, Legacy, Cultural Diffusion (Civilization specific terms) | |  |
| 4 | Student can, in addition to meets standard:   * Explain how the legacy of a civilization influences the modern day.   -OR-   * Deeper explore and explain a specific person or event that shaped the civilization |  |
| 3 | Student can:   * Provide examples of each type of advancements * Explain the legacy of a civilization * Compare and Contrast the advancements of civilizations |  |
| 2 | Student can:   * Provide examples of each type of advancements |  |
| 1 | Student can show understanding of basic concepts |  |

|  |  |  |
| --- | --- | --- |
| MLS: 6-8.WH.2.PC.B  Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism | | Objective:  Student can describe the origins, structure, and beliefs of Judaism, Hinduism, and Buddhism |
| Terms: Monotheism, Polytheism, Nontheism, caste system, Nirvana, rituals, Yahweh, Brahman, Shiva, Vishnu, Brahma, Buddha, reincarnation 10 Commandments | |  |
| 4 | Student can, in addition to proficient:   * Create their own religion, including origins, structures, and beliefs. Compare and contrast the religion they created to the others they have learned about.   OR   * Explore In-depth a person or concept from the religion |  |
| 3 | Student can do two of the following:   * Compare and contrast the religions * Explain the basic beliefs of the religions * Describe the origins and structure of the religions | Venn Diagram or TChart |
| 2 | Student can do one of the following:   * Explain the basic beliefs of the religions * Describe the origins and structure of the religions | Hyperdoc,poster |
| 1 | Student can show understanding of basic concepts | Notes,Vocab |

|  |  |  |
| --- | --- | --- |
| MLS: 6-8.WH.3.PC.D  From a historical perspective, explain the origins, structure, spread, and significant beliefs of Christianity | | Objective:  Student can describe the origins, structure, spread, and beliefs of Christianity |
| Terms: Constantine, Crucifiction, Jehovah | |  |
| 4 | Student can, in addition to proficient:   * Create their own religion, including origins, structures, and beliefs. * Compare and contrast the religion they created to the others they have learned about. |  |
| 3 | Student can do two of the following:   * Compare and contrast Christianity to other religions * Explain the spread of Christianity throughout the Ancient World * Explain the basic beliefs, structure, and origins of Christianity |  |
| 2 | Student can do one of the following:   * Explain the spread of Christianity throughout the Ancient World * Explain the basic beliefs, structure, and origins of Christianity |  |
| 1 | Student can show understanding of basic concepts |  |

|  |  |  |
| --- | --- | --- |
| MLS: 6-8.WH.4.PC.B  From a historical perspective, explain the origins, structure, spread, and significant beliefs of Islam | | Objective:  Student can describe the origins, structure, spread, and beliefs of Islam |
| Terms: Muhammad, Allah, 5 Pillars of Islam | |  |
| 4 | Student can, in addition to proficient:   * Create their own religion, including origins, structures, and beliefs. * Compare and contrast the religion they created to the others they have learned about |  |
| 3 | Student can do two of the following:   * Compare and contrast Judaism, Christianity, and Islam * Explain the spread of Islam throughout the Medieval World * Explain the basic beliefs, structure, and origins of Islam |  |
| 2 | Student can do one of the following:   * Compare and contrast Judaism, Christianity, and Islam * Explain the spread of Islam throughout the Medieval World * Explain the basic beliefs, structure, and origins of Islam |  |
| 1 | Student can show understanding of basic concepts |  |