

CW High School

World History - Ancient

1. Pre-History and Archaeology (14.29%)

Learning Targets

1.1 I can differentiate the roles archaeologists, geologists, anthropologists, paleontologists, and historians play in determining how prehistoric peoples lived and developed using primary and secondary sources.

Learning Target	Descriptor	Definition
4	Proficient	I can differentiate the roles archaeologists, geologists, anthropologists, paleontologists, and historians play in determining how prehistoric peoples lived and developed using primary and secondary sources.
3	Developing	I can synthesize how social scientist may perform prehistoric work by citing 3-4 examples from a reading on an ancient history.
2	Basic	I can define the differences between the social scientists and give examples of what they do on a standard quiz
1	Minimal	I can define the differences between the social scientists on a standard quiz
0	No Evidence	No evidence shown.

1.2 I can use the principles of archaeological science, and world population and climate data to understand the cognitive and technological development of people during prehistoric times.

Learning Target	Descriptor	Definition
4	Proficient	I can use the principles of archaeological science, and world population and climate data to understand the cognitive and technological development of people during prehistoric times.
3	Developing	I can use information on world climate and population to infer how humans developed agrarian societies.
2	Basic	I can explain the sequence of the stone age periods and how they lead to human development.
1	Minimal	I can identify and define terminology associated with archaeology and prehistoric study.
0	No Evidence	No evidence shown.

2. Early River Valley Civilizations Develop (14.29%)

Learning Targets

2.1 I can compare and contrast the unique characteristics of the four River Valley civilizations in multiple cultural areas.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast the unique characteristics of the four River Valley civilizations in multiple cultural areas.
3	Developing	I can associate cultural terminology with each of the four river valleys and explain its meaning.

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Learning Target	Descriptor	Definition
2	Basic	I can identify five characteristics of a civilization as they apply to Egypt, Mesopotamia, the Indus, and Hang Hu River Valleys
1	Minimal	I can list three of the six characteristics of a civilization using some vocabulary.
0	No Evidence	No evidence shown.

2.2 I can analyze ancient primary source readings and illustrations to differentiate between cultural patterns within regions of settlement.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze ancient primary source readings and illustrations to differentiate between cultural patterns within regions of settlement.
3	Developing	I can recognize the origins of ancient text and based on its symbols, story characters, illustrations, and vocabulary.
2	Basic	I can identify the origins of ancient literary works based on story characters and vocabulary.
1	Minimal	I can read primary sources materials and summarize basic accounts of the story.
0	No Evidence	No evidence shown.

2.3 I can compare and contrast the belief systems of the ancient world and explain they shaped the culture of world regions.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast the belief systems of the ancient world and explain they shaped the culture of world regions.
3	Developing	I can explain how the philosophical beliefs of each river valley civilization shaped the culture of world regions.
2	Basic	I can associate three philosophical beliefs or concepts with a specific civilization.
1	Minimal	I can identify three concepts ancient civilizations may have had about an afterlife.
0	No Evidence	No evidence shown.

2.4 I can illustrate a diagram of a pyramid that demonstrates knowledge of workforce, philosophical vision for afterlife, and building construction with 18 factors.

Learning Target	Descriptor	Definition
4	Proficient	I can illustrate a diagram of a pyramid that demonstrates knowledge of workforce, philosophical vision for afterlife, and building construction with 18 factors.

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Learning Target	Descriptor	Definition
3	Developing	I can illustrate a diagram of a pyramid that demonstrates knowledge of workforce and building construction with 16 factors.
2	Basic	I can draw a diagram of a pyramid using footnotes to describe 12 factors in pyramid construction.
1	Minimal	I can draw a diagram of a pyramid labeling 8 parts of construction.
0	No Evidence	No evidence shown.

3. Ancient Civilizations Conflict (14.29%)

Learning Targets

3.1 I can use primary and secondary sources on the Persians, Hittites, Hebrews, Phoenicians, Assyrians, Babylonians, and Minoans to analyze the origins and nature of ancient conflict and slavery.

Learning Target	Descriptor	Definition
4	Proficient	I can use primary and secondary sources on the Persians, Hittites, Hebrews, Phoenicians, Assyrians, Babylonians, and Minoans to analyze the origins and nature of ancient conflict and slavery.
3	Developing	I can analyze the probability of success of phalanxes, chariots and sieges from historical accounts and create an illustration with footnoting.
2	Basic	I can explain how phalanxes, chariots and sieges were used in ancient times through illustration and footnoting.
1	Minimal	I can diagram a basic phalanx, chariot, and siege formation.
0	No Evidence	No evidence shown.

3.2 I can research and present relevant facts presented in a Hebrew first person speech using speech components of character voice, voice projection and fluency, and score 92% on a Venn diagram comparison to Christianity and identification quiz.

Learning Target	Descriptor	Definition
4	Proficient	I can research and present relevant facts presented in a Hebrew first person speech using speech components of character voice, voice projection and fluency, and score 92% on a Venn diagram comparison to Christianity and identification quiz.
3	Developing	I can research and present relevant facts presented in a Hebrew first person speech using speech components of voice projection and fluency, and score 85% on a Hebrew Venn diagram comparison to Christianity and identification quiz.
2	Basic	I can research and present relevant facts presented in a Hebrew first person speech and score an 80% on a Hebrew comparison to Christianity and identification quiz.
1	Minimal	I can give a one minute speech on a Hebrew and score a 70% on a Hebrew comparison to Christianity and identification quiz.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

3.3 I can create an ancient game board with 24 trivia questions, a complete map of the ancient world, illustrations, and vocabulary; all of which link the cultural traits of eight civilizations to the ancient world.

Learning Target	Descriptor	Definition
4	Proficient	I can create an ancient game board with 24 trivia questions, a complete map of the ancient world, illustrations, and vocabulary; all of which link the cultural traits of eight civilizations to the ancient world.
3	Developing	I can create a game board that links ancient geography to cultural traits of ancient civilizations using 24 vocabulary words.
2	Basic	I can create a game board with an ancient map, linking vocabulary with civilizations.
1	Minimal	I can create a game board with an ancient map and some vocabulary words.
0	No Evidence	No evidence shown.

4. Ancient Greece (14.29%)

Learning Targets

4.1 I can explain why Greeks wrote myths using historical examples, the role of oracles and Olympics in Greek culture, and recall the roles of twelve major Greek gods and authors.

Learning Target	Descriptor	Definition
4	Proficient	I can explain why Greeks wrote myths using historical examples, the role of oracles and Olympics in Greek culture, and recall the roles of twelve major Greek gods and authors.
3	Developing	I can explain why Greeks wrote myths, the role of oracles and Olympics in Greek culture, and recall the roles of twelve major Greek gods.
2	Basic	I can explain why Greeks wrote myths, the role of oracles in Greek culture, and recall the roles of eight major Greek gods.
1	Minimal	I can explain why Greeks wrote myths and recall the roles of six major Greek gods.
0	No Evidence	No evidence shown.

4.2 I can recall the contributions of eight major Greek philosophers, compare their ideas, and connect them to historical ideas in government and science using three examples of their work.

Learning Target	Descriptor	Definition
4	Proficient	I can recall the contributions of eight major Greek philosophers, compare their ideas, and connect them to historical ideas in government and science using three examples of their work.

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Learning Target	Descriptor	Definition
3	Developing	I can recall the contributions of six major Greek philosophers, and connect them to historical ideas in government and science using two examples of their work.
2	Basic	I can recall the contributions of five major Greek philosophers, and connect them to historical ideas in government and science.
1	Minimal	I can recall the contributions of five major Greek philosophers.
0	No Evidence	No evidence shown.

4.3 I can speak a role in a democracy simulation that defends my opinion on an issue and offer further argument in a debate format while providing rebuttal to an opposing position in a debate format and score 92% on an Athenian Democracy assessment.

Learning Target	Descriptor	Definition
4	Proficient	I can speak a role in a democracy simulation that defends my opinion on an issue and offer further argument in a debate format while providing rebuttal to an opposing position in a debate format and score 92% on an Athenian Democracy assessment.
3	Developing	I can speak a role in a democracy simulation that defends my opinion on an issue and offer further argument in a debate format while providing rebuttal to an opposing position in a debate format and score 80% on an Athenian Democracy Assessment.
2	Basic	I can speak a role in a democracy simulation that defends my opinion on an issue and offer further argument if questioned and score 70% on an Athenian Democracy assessment.
1	Minimal	I can speak a role in a democracy simulation that defends my opinion on an issue and score a 65% on an Athenian democracy assessment.
0	No Evidence	No evidence shown.

4.4 I can compare and contrast unique attributes of five Greek city-states to contemporary states in the areas of economics religion, and politics.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast unique attributes of five Greek city-states to contemporary states in the areas of economics religion, and politics.
3	Developing	I can recognize unique attributes of four Greek city-states in the areas of economics religion, and politics.
2	Basic	I can recognize attributes of a command and market economy and link them to conditions in Athens and Sparta.
1	Minimal	I can recognize attributes of a command and market economy.
0	No Evidence	No evidence shown.

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5. The Romans (14.29%)

Learning Targets

5.1 I can evaluate the success of the Roman Republic in terms of the time period and compare it to today using examples of key people and political terminology.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the success of the Roman Republic in terms of the time period and compare it to today using examples of key people and political terminology.
3	Developing	I can compare the Roman Republic to Athenian and contemporary American democracy in terms of representation strengths and weaknesses using associate terms.
2	Basic	I can compare the Roman Republic to Athenian Democracy in terms of representation strengths and weaknesses using associated terms.
1	Minimal	I can identify factors associated with a republic.
0	No Evidence	No evidence shown.

5.2 I can evaluate the significance of Roman statesmen and other key historical figures by sequencing their reign, scoring a 92% on an assessment, and arguing their relevance in a Roman emperor lab.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the significance of Roman statesmen and other key historical figures by sequencing their reign, scoring a 92% on an assessment, and arguing their relevance in a Roman emperor lab.
3	Developing	I can identify Roman statesmen and other key historical figures by sequencing their reign, scoring a 85% on an assessment and arguing their relevance in a Roman emperor lab.
2	Basic	I can identify Roman statesmen and other key historical figures by scoring a 80% on an assessment and argue their relevance in a Roman emperor lab.
1	Minimal	I can identify Roman statesmen and other key historical figures by scoring a 70% on an assessment and complete an emperor lab.
0	No Evidence	No evidence shown.

5.3 I can analyze the role Christianity had upon the Roman Empire by explaining its beliefs and key contributors involved within the religion and empire.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the role Christianity had upon the Roman Empire by explaining its beliefs and key contributors involved within the religion and empire.
3	Developing	I can state obstacles and triumphs of the Christian religion during the Roman Empire using key people and vocabulary.

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Learning Target	Descriptor	Definition
2	Basic	I can explain why the Christian religion became appealing to Roman citizens using key vocabulary and people.
1	Minimal	I can identify two main principles and three contributors to the Christian religion.
0	No Evidence	No evidence shown.

5.4 I can compare specific elements that led to the fall of the Roman Empire to contemporary issues the American government is experiencing by creating four political cartoons.

Learning Target	Descriptor	Definition
4	Proficient	I can compare specific elements that led to the fall of the Roman Empire to contemporary issues the American government is experiencing by creating four political cartoons.
3	Developing	I can explain four reasons the Roman Empire fell using specific historical examples of each on an assessment, and draw four cartoons that demonstrate these problems.
2	Basic	I can explain three reasons the Roman Empire fell on an assessment and draw three political cartoons that demonstrate these problems.
1	Minimal	I can recall three reasons the Roman Empire fell on an assessment and draw two political cartoons that demonstrate the problems.
0	No Evidence	No evidence shown.

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6. The Medieval Period in Europe (14.29%)

Learning Targets

6.1 I can gather selected evidence from the black plague, medieval warfare, castle living conditions, feudalism, and the Catholic Church to analyze the quality of life during the medieval period compared to historical periods before and after.

Learning Target	Descriptor	Definition
4	Proficient	I can gather selected evidence from the black plague, medieval warfare, castle living conditions, feudalism, and the Catholic Church to analyze the quality of life during the medieval period compared to historical periods before and after.
3	Developing	I can give five historical examples of events and people that caused learning to move backward during the medieval time period.
2	Basic	I can give four historical examples of events that caused learning to move backward during the medieval time period.
1	Minimal	I can state three reasons why the medieval period was "dark".
0	No Evidence	No evidence shown.

6.2 I can analyze the effect the crusades had upon the people of Europe and world history using primary sources, key people, and events from the period.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the effect the crusades had upon the people of Europe and world history using primary sources, key people, and events from the period.
3	Developing	I can assess the role the crusades played in spreading Christianity, creating religious conflict, and fostering trade development in Europe.
2	Basic	I can explain three impacts the crusades had upon Europe and the Middle East.
1	Minimal	I can define the mission of the crusades and one impact upon world history.
0	No Evidence	No evidence shown.

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7. Ancient Geography (14.26%)

Learning Targets

7.1 I can analyze multiple maps of the ancient world to show settlement patterns and cultural adaptations to geography and connect them to modern political regions.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze multiple maps of the ancient world to show settlement patterns and cultural adaptations to geography and connect them to modern political regions.
3	Developing	I can use multiple maps to create a map of the ancient world indicating political, cultural, and physical features and connect them to modern political and physical regions.
2	Basic	I can use multiple maps to create a map of the ancient world and connect these areas to some modern political and physical regions.
1	Minimal	I can use multiple maps to create a map of the ancient world.
0	No Evidence	No evidence shown.

Submitted on 7/2/2019 by John Loy