

Instructional Guide

Grade Level Eighth Grade

Subject Ancient World History

School System Pickens County

School Year 2011-2012

Time Period (Pacing - when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Nine Weeks		8.1.a. Explain how artifacts and other archaeological findings provide evidence of the nature of prehistoric groups of people. Examples: cave paintings, Ice Man, Lucy, fossils, pottery	ML. Ancient World History Pg.4-18 Need more prerequisite instruction. Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level,		
		8.1.b. Explain how artifacts and other archaeological findings provide evidence of the nature of prehistoric groups of people. 8.1.B.4 Identify terms used to describe characteristics of early societies and family structures. Examples: monogamous, polygamous, nomadic	ML. Ancient World History Pg.4-18 Need more time and supplemental material. Need supplemental material. Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower		
		8.1.B.1. Identifying the founding of Rome as the basis of the calendar established by Julius Caesar, which was used in early Western civilization for over a thousand years. 8.1.B.2 Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginnings and in most countries of the world today, signified by B.C and A.D. 8.1.B.3 Using vocabulary terms other than B.C. and A.D. to describe time. Examples: B.C.E., C.E	ML. Ancient World History Pg.2, 6-8, 152-155 Supplemental materials will be needed for this. Not enough information in text. Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level, maps		

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1 st nine weeks		<p>Mesopotamia:</p> <p>8.2.a. Analyze the characteristics of early civilizations with respect to technology.</p> <p>8.2.b. Analyze the characteristics of early civilizations with respect to division of labor.</p> <p>8.2.c. Analyze the characteristics of early civilizations with respect to government.</p> <p>8.2.d. Analyze the characteristics of early civilizations with respect to calendar and writing.</p> <p>8.2.a-d.B.1.a Comparing significant features of civilizations that developed in the Tigris-Euphrates River Valleys. Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief system, government and military institutions, economic systems.</p> <p>8.2.a-d.B.2. Identifying on a map locations of cultural hearths of early civilizations. Examples: Mesopotamia, Nile Valley.</p>	<p>ML. Ancient World History Pg.19-23, 28-34, 95-103</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level, maps</p>		

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1 st nine weeks		<p>Nile Valley:</p> <p>8.2.a. Analyze the characteristics of early civilizations with respect to technology.</p> <p>8.2.b. Analyze the characteristics of early civilizations with respect to division of labor.</p> <p>8.2.c. Analyze the characteristics of early civilizations with respect to government.</p> <p>8.2.d. Analyze the characteristics of early civilizations with respect to calendar and writing.</p> <p>8.2.a-d.B.1.b.Comparing significant features of civilizations that developed in the Nile River Valleys. Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief system, government and military institutions, economic systems.</p> <p>8.2.a-d.B.2. Identifying on a map locations of cultural hearths of early civilizations. Examples: Mesopotamia, Nile Valley.</p>	<p>ML. Ancient World History Pg.35-43, 88-94</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level, maps</p>		

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1 st nine weeks		<p>Indus River Valleys:</p> <p>8.2.a. Analyze the characteristics of early civilizations with respect to technology.</p> <p>8.2.b. Analyze the characteristics of early civilizations with respect to division of labor.</p> <p>8.2.c. Analyze the characteristics of early civilizations with respect to government.</p> <p>8.2.d. Analyze the characteristics of early civilizations with respect to calendar and writing.</p> <p>8.2.a-d.B.1.c. Comparing significant features of civilizations that developed in the Indus River Valleys. Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief system, government and military institutions, economic systems.</p> <p>8.3.a.Compare the development of early world religion, philosophies, and their key tenets. Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods.</p> <p>8.3.B.1.Identifying cultural contributions of early world religions and philosophies. Example: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods.</p>	<p>ML. Ancient World History Pg.44-49, 63-71</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level, maps</p>		

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1 st nine weeks		<p>Huang He River Valleys:</p> <p>8.2.a. Analyze the characteristics of early civilizations with respect to technology.</p> <p>8.2.b. Analyze the characteristics of early civilizations with respect to division of labor.</p> <p>8.2.c. Analyze the characteristics of early civilizations with respect to government.</p> <p>8.2.d. Analyze the characteristics of early civilizations with respect to calendar and writing.</p> <p>8.2.a-d.B.1.d. Comparing significant features of civilizations that developed in the Huang He River Valleys. Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief system, government and military institutions, economic systems.</p> <p>8.2.a-d.B.2. Identifying on a map locations of cultural hearths of early civilizations. Examples: Mesopotamia, Nile Valley.</p>	<p>ML. Ancient World History Pg. 50-55, 104-109, 200-207</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level, maps</p>		

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1 st nine weeks		<p>8.3.a.Compare the development of early world religion, philosophies, and their key tenets. Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods.</p> <p>8.3.B.1.Identifying cultural contributions of early world religions and philosophies. Example: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods.</p>	<p>ML. Ancient World History Pg. 66-71, 77-83, 104-109, 168-172, 263-297, 123-126, Material will need to be modified and supplemented.</p> <p>Roman gods, animism, and primitive religions not addressed.</p> <p>Some items need more time.</p> <p>Some items not addressed in text.</p> <p>See above.</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level, maps, Bible and other texts</p>		

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1 st nine weeks		<p>8.4.a. Identifying cultural contributions of classical Greece including politics.</p> <p>8.4.b. Identifying cultural contributions of classical Greece including intellectual life and science.</p> <p>8.4.c. Identifying cultural contributions of classical Greece including arts, literature, and architecture.</p> <p>8.3.B.1. Identifying cultural contributions of early world religions and philosophies. Example: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods.</p>	<p>ML. Ancient World History Pg. 72-76, 122-144</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level,</p>		
1 st nine weeks		<p>8.5.a. Describe the role of Alexander the Great in the Hellenistic world. Examples: serving as political and military leader, encouraging cultural interaction, allowing religious diversity.</p> <p>8.5.B.1.a. defining boundaries of Alexander the Great’s empire.</p> <p>8.5.B.1.b. defining the economic impact.</p> <p>8.5.B.2. Identifying the reasons for the separation of Alexander the Great’s empire into successor kingdoms.</p> <p>8.5.B.3.a. Evaluating major contributions of Hellenistic art and philosophy.</p> <p>8.5.B.3.b. Evaluating major contributions of Hellenistic science.</p> <p>8.5.B.3.c. Evaluating major contributions of Hellenistic political thought.</p>	<p>ML. Ancient World History Pg. 142-151</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level,</p>		

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1 st nine weeks		<p>8.6.a.Trace the expansion of the Roman Republic including key geographic elements. Examples: expansion-illustrating the spread of Roman influence with charts, graphs, timelines, or maps.</p> <p>8.6.a.B.1.Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies.</p> <p>8.6.b.Trace the expansion of the Roman Republic including key political elements.</p> <p>8.6.c.Trace the expansion of the Roman Republic including key economic elements.</p> <p>8.6.d.Trace the transformation into an empire including key geographic elements.</p> <p>8.6.e.Trace the transformation into an empire including key political elements. Examples: transformation-noting reforms of Augustus, listings effects of Pax Romana</p> <p>8.6.f.Trace the transformation into an empire including key economic elements.</p> <p>8.3.B.1.Identifying cultural contributions of early world religions and philosophies. Example: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods.</p>	ML. Ancient World History Pg. 155-185, Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level,		

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1 st nine weeks		<p>8.7.a.Describe the widespread impact of the Roman Empire. Examples: spread of Roman law and political theory, citizenship and slavery, architecture and engineering, religion, sculpture and paintings, literature, and the Latin language.</p> <p>8.7.a.B.1.Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism</p> <p>8.7.a.B.1.b.Tracing the important aspects of the diffusion of Christianity including its missionary impulse and transition from persecution to acceptance in the Roman Empire.</p> <p>8.7.a.B.1.c.Tracing important aspects of the diffusion of Christianity including its organizational development and church doctrine.</p> <p>8.7.a.B.2.a.Explaining the role of economics of the Roman Empire in its decline and fall.</p> <p>8.7.a.B.2.b.Explaining the role of societal changes of the Roman Empire in its decline and fall.</p> <p>8.7.a.B.2.c.Explaining the role of Christianity of the Roman Empire in its decline and fall.</p> <p>8.7.a.B.2.d.Explaining the role of political and military of the Roman Empire in its decline and fall.</p> <p>8.7.a.B.2.e.Explaining the role of external factors of the Roman Empire in its decline and fall.</p> <p>8.7.a.B.2.f.Explaining the role of the size and diversity of the Roman Empire in its decline and fall.</p>	<p>ML. Ancient World History Pg. 155-185,</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level,</p>		

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1 st nine weeks		<p>8.8.a.Describe the development of classical civilization in India. Examples: religious, arts and literature, philosophies, empires, caste system.</p> <p>8.8.b.Describe the development of classical civilization in China. Examples: religions, politics, centrality of the family, Zhou and Han Dynasties, inventions, economic impact of the Silk Road and European trade, dynastic transitions.</p> <p>8.8.a.B.1.Identifying the effect of monsoons on India.</p> <p>8.8.b.B.2.Identifying landforms and climate regions of China. Examples: marking landforms and climate regions of China on a map.</p>	<p>ML. Ancient World History Pg. 189-209</p> <p>, Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level</p>		
		<p>8.9.a.Describe the rise of the Byzantine Empire.</p> <p>8.9.b.Describe the institutions of the Byzantine Empire.</p> <p>8.9.c.Describe the legacy of the Byzantine Empire.</p> <p>8.9.d. Describe the influence of the Emperors Constantine and Justinian.</p> <p>8.9.e. Describe the effect of the Byzantine Empire upon art and architecture.</p> <p>8.9.f Describe the effect of the Byzantine Empire on law.</p> <p>8.9.f.B.1. Identify the factors leading to the establishment of the Eastern Orthodox Church.</p>	<p>ML. Ancient World History pg.301-306</p> <p>Need supplemental materials</p> <p>, Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level</p>		

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2 nd Nine weeks		8.10.a Trace the development of the early Russian state. Example: rise of Kiev and Muscovy, conversion to Orthodox Christianity, movement of the peoples of Central Asia, Mongol conquest, rise of czars 8.10.b.Trace the expansion of early Russian trade systems.	ML. Ancient World History pg.307-313 , Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level		
2 nd nine weeks		8.11.a. Describe early Islamic civilizations development of religious systems. 8.11.b. Describe early Islamic civilizations development of social systems. 8.11.c. Describe early Islamic civilizations development of political systems. 8.11.c.B.1.a. Tracing the spread of Islamic ideas through invasions and conquest throughout the middle east. 8.11.c.B.1.b. Tracing the spread of Islamic ideas through invasions and conquest throughout Northern Africa, 8.11.c.B.1.c. Tracing the spread of the Islamic ideas through invasion and conquest throughout western Europe. 8.3.B.1.Identifying cultural contributions of early world religions and philosophies. Example: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman god	ML. Ancient World History pg. 263-280 Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level		

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2 nd nine weeks		<p>8.12.a Describe China’s influence on culture in Japan. Example: culture-Describing the influence on art architecture, language, and religion.</p> <p>8.12.b. Describe China’s influence on politics in Japan. Example: politics-describing changes in civil service.</p> <p>8.12.c. Describe China’s influence on economics in Japan. Example: introducing patterns of trade.</p> <p>8.12.d.Describe China’s influence on culture in Korea. Example culture-describing the influence on art architecture, language, and religion.</p> <p>8.12.e. Describe China’s influence on politics in Korea. Examples: politics-describing changes in civil service.</p> <p>8.12.f. Describe China’s influence on economics in Korea. Example: economics-introducing patterns of trade.</p> <p>8.12.g. Describe China’s influence on culture in Southeast Asia. Example: culture-describing the influence on art, architecture, politics, and religion.</p> <p>8.12.h. Describe China’s influence on politics in southeast Asia. Example: politics-describing changes in civil service.</p> <p>8.12.i. Describe China’s influence on economics in Southeast Asia. Example: economics-introducing patterns of trade.</p>	<p>ML. Ancient World History pg. 323 347</p> <p>Supplemental material needed for Japan, Korea, and SE Asia</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level</p>		

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2 nd nine weeks		<p>8.13.a.Compare the African civilizations of Ghana, Mali, and Songhai to include their geography.</p> <p>8.13.b.Compare the African civilizations of Ghana, Mali, and Songhai to include their religions and culture.</p> <p>8.13.c.Compare the African civilizations of Ghana, Mali, and Songhai to include slave trade.</p> <p>8.13.d.Compare the African civilizations of Ghana, Mali, and Songhai to include their economic systems.</p> <p>8.13.e.Compare the African civilizations of Ghana, Mali, and Songhai to include their empires.</p> <p>8.13.b.B.1.Tracing the spread of language, religion, and customs from one African civilization to another.</p> <p>8.13.d.B.2. Illustrating the impact of trade among Ghana, Mali, and Songhai. Examples: using map symbols, interpreting distribution maps, creating a timeline.</p>	<p>ML. Ancient World History pg. 213-229, 409-427</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level</p>		
2 nd nine weeks	AHSGE Standard I Objective 1 Identify and evaluate America’s exploration, development, and divergence. Eligible Content-Destabilization of Native American societies	<p>8.14.a.Describe the aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayans, and Aztecs. Examples: pyramids, wars among pre-Columbian people, religious rituals, and irrigation</p> <p>8.14.b.Describe the aspects of pre-Columbian cultures in the Americas including the Incas.</p> <p>8.14.c. Describe the aspects of pre-Columbian cultures in the Americas including the North American tribes. Example: Iroquois confederacy</p> <p>8.14.a-c.B.1. Locating on a map sites of pre-Columbian cultures. Examples: Mayan, Inca, Inuit, Creek, Cherokee</p>	<p>ML. Ancient World History pg. 235-249</p> <p>Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level</p>		

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2 nd nine weeks	AHSGE Standard I Objective 1 Identify and evaluate America's exploration, development and divergence. Eligible content Identify the effects of the crusades, the renaissance, and the reformation	8.15.a.Describe military events that shaped Europe in the early Middle Ages (600-1000). Examples: invasions, military leaders. 8.15.b.Describe government events that shaped Europe in the early Middle Ages (600-1000). 8.15.b.B.1. Describing the role of the early medieval church. 8.15.b.B.2.Describing the impact of new agricultural methods on manorialism and feudalism.	ML. Ancient World History pg. 353-373 Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level		

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2 nd nine weeks	AHSGE Standard II Objective 1 Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems of the United States. Eligible Content- Identify and describe the impact of the influence of intellectual and religious thought on the political systems of the United States.	8.16.a. Describe the major cultural changes in Western Europe in the High Middle Ages (1000-1350). Examples: the Church, scholasticism, Crusades 8.16.a.B.1.a. Describing change roles of church leadership 8.16.a.B.1.b Describing the changing roles of government leadership. 8.16.a.B.2. Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta 8.16.a.B.3. Describing the growth of trade and towns resulting in the rise of the middle class	ML. Ancient World History pg. 379-403 Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level		

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2 nd nine weeks	AHSGE Standard I Objective 1 Identify and evaluate America’s exploration, development and divergence. Eligible content Identify the effects of the crusades, the renaissance, and the reformation	8.17.a.Explain how events and conditions fostered political changes in the late Middle Ages and led to the origins of the Renaissance. Examples: Crusades, Hundred Years’ War, Black Death, 8.17.b.Explain how events and conditions fostered economic changes in the late Middle Ages and led to the origins of the Renaissance. Examples: rise of the middle class, commercial prosperity 8.17.a-b.B.1.a.Identifying changes in the arts, architecture and literature in the late Middle Ages. 8.17.a-b.B.1.b.Identifying changes in science in the late Middle Ages.	ML. Ancient World History pg. 379-403 Use graphic organizers, “Making Sense Strategies”, pre-teach vocabulary, supplement text at lower reading level		