



Portland Public Schools
Middle Level
Syllabus Template

School Year 2011-2012

Teacher: Jennifer Joyalle		School: Mt. Tabor Middle School	
Subject: Social Studies	Course Title: The Ancient World	Grade Level(s): 7, 8	
Is high school credit an option for this course? <input type="checkbox"/> Yes			
Prerequisites: None			
Course description: Explores early civilizations and belief systems. Integrates the study of geography, economics and government across civilizations.			
Priority Standards (optional in 2008): Compare and contrast cultures and analyze their differences with reference to the influences that shaped them. Describe the major characteristics, developments and contributions, and historical influence of the following early civilizations: Mesopotamia, Indus River Valley, Egypt, China, Greece, and Rome. Using maps and globes, locate and identify the locations of major physical and cultural regions and countries of the world, as well as major bodies of water, rivers, and mountain ranges. Describe and give examples of how family, gender, ethnicity, beliefs, and citizenship or outsider status influence daily life and personal identity. Understand various purposes and forms of government of this time period by comparing and contrasting them to the US government. Understand and analyze how money functions as a means of exchange, a store of value, and a measure of value.			
Schedule of topics/units covered: Early Hominids/Hunters to Gatherers Sumeria Mesopotamia Egypt Kush			

Judaism
India
Hinduism
Buddhism
Ancient China
Ancient Greece
Rome
The Spread of Christianity

Academic Vocabulary:

belief systems
polytheism
monotheism
social hierarchy
nomadic
Hinduism
Buddhism
Confucianism
Judaism
Christianity
artifact
monarchy
oligarchy
tyranny
Hammurabi's code
"an eye for an eye"
city-states
draconian

District adopted materials

Teachers Curriculum Institute – *History Alive! The Ancient World*

Supplemental resources:

Various maps, globes and web-based geography tools
Multimedia materials from District Multimedia Library

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

Extension activities as appropriate to each topic covered
Individualized research topics at appropriate level
Student groupings to include mixed ability and homogenous groupings
Use of graphic organizers and scaffolded instruction
Supported reading strategies, including whole group reading, paired reading,

modeled "think alouds"
Use of formative assessment to direct instruction
Open-ended assignments with supported, basic and advanced levels delineated

Final proficiencies:
Students will be able to –
Compare and contrast cultures and analyze their differences with reference to the influences that shaped them.
Describe the major characteristics, developments and contributions, and historical influence of the following early civilizations: Mesopotamia, Indus River Valley, Egypt, China, Greece, and Rome.

Essential skills to be taught or assessed:
Read and comprehend
Write clearly and accurately
Listen actively and speak clearly
Think critically
Civic and Community Engagement
Global Literacy

Assessment/evaluation/grading policy:
Students will receive a letter grade based on projects, written products, tests, and quizzes. Students will be encouraged/required to make up missing, incomplete or unsatisfactory work. Late or missing work may impact student grade.

Behavioral expectations:
Students are expected to demonstrate respect for peers and the teacher and to comply with all school, lodge and classroom rules.

ATTENDANCE: Students are expected to make every effort to attend class. They are responsible for work missed during excused absences and will have time to make up missed work according to district policy. Work from unexcused absences will be made up only at the teacher's discretion. It is the student's responsibility to find out what work they have missed. A weekly report of missing work will be sent home to parents, via students.

TARDINESS: Students are expected to arrive to class on time and prepared for class. Tardy students will be so marked in the esis online attendance system and consequences may apply. Parents will be contacted regarding chronically late or

unprepared students.

RULES: Students are expected to follow all school rules and to treat each other, the teacher and classroom supplies with respect.

CONSEQUENCES: The majority of discipline in Cedar Lodge is done through a relationship-based approach. Students, families and teachers work together to solve problems and decide on appropriate consequences for infractions. The various levels of discipline are outlined below. They are generally listed in the order in which they would take place, although serious offenses may result in early stages being skipped.

1. An informal meeting between student and teacher to discuss behavior, identify areas for improvement and outline next steps. Teachers will use Level 1 Referral form.
2. A formal meeting between teacher and student, which generally takes place before or after school and will result in an agreement to modify behavior and consequences (loss of break, detention, apology, community service, etc.) for the infraction. Parents are informed by phone call or email at this point.
3. A meeting between student, teacher and parents with same outcome as number 2.
4. A meeting with all Cedar Lodge teachers to establish a behavior plan. The plan may be written or agreed to verbally.
5. Referral to building-level discipline (Level 2 Referral) and a conference with student, teacher and parent. This is generally done for physical assault, repeated harassment, or other problems not solved by steps 1 –4. Referral to building-level discipline is always done in the case of drug or alcohol-related infractions, fighting and truancy.

Safety issues and requirements:
None

Signature of instructor completing this form:

Administrator Approval:

By approving this syllabus the administrator verifies that

- a. the course code written on this form is accurate and that this code has been correctly placed into eSIS by the school's data clerk.*
- b. the teacher listed on the syllabus meets the endorsement requirements as set forth by ODE and NCLB.*
- c. the course meets the requirements of the District required core curriculum including standards.*
- d. the teacher is using District adopted materials or has been approved to use other resources.*