

## OnTRACK Lesson Checklist

This document is designed to facilitate the conversation between you and your students about which OnTRACK physics lessons are most appropriate for them.

Students should use the column on the left to rank their confidence in their abilities to demonstrate mastery of the listed descriptor. The completed chart can then be used as a springboard for your discussion.

The teacher comments column can be used for taking notes from the discussion or to assign specific lessons for completion.

The last two columns are to keep track of student progress through the completion of the course. It is recommended to revisit this checklist several times throughout the year as students' needs will likely change as their experience with physics grows.

Student Name:  
 Course: World History

Student	Teacher comments	Module	Lesson	Title	Descriptor	TEKS	Assessment score	complete
<b>Module 1: Development of Civilizations</b>								
low med high		1	1	Lesson 1: The Neolithic Agricultural Revolution	Given information about the Neolithic agricultural revolution, students will 1) identify examples of technology that led to the agricultural revolution and 2) summarize the impact of the agricultural revolution on humans.	WH1A WH2A WH29F		
low med high		1	2	Lesson 2: The Role of Trade in Early Civilizations	Given information about two to three early civilizations, students will summarize how trade played an important role in the development of early civilizations. <i>Note: civilizations could include Qin Dynasty, Athens, Songhai, Phoenicians, Sumer, Egypt, the Indus River Valley, the Yellow River Valley.</i>	WH1A WH2A WH2B WH2C WH17B WH29F		
low med high		1	3	Lesson 3: Development along the Indus River	Given a description of the ancient cities of Harappa and Mohenjo Daro, students will classify characteristics of the cities into 2-4 categories. <i>Note: categories will depend upon the description used but could include economic, technological, cultural, etc.</i>	WH1B WH3B WH19A WH19B WH25A WH26A WH26B WH29F		
low med high		1	4	Lesson 4: Early Political Philosophy: Plato	Given a summary of Plato's <i>The Republic</i> , students will 1) summarize Plato's argument about the ideal form of government and 2) will agree or disagree with Plato by providing justifications of their opinion. <i>Note: Plato supported an aristocracy whose rulers were philosophers who were selected for their wisdom/ideals.</i>	WH3A WH20A WH21C WH25B WH29F		
low med high		1	6	Lesson 6: The Impact of the Maya, Inca, and Aztec Civilizations	Students will compare the major political, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain the impact of European exploration/colonization on the empires of the Inca and the Aztecs.	WH6A WH6B WH26A WH26B WH26C WH27B WH29F		
low med high		1	7	Lesson 7: Government Structure: The Han Dynasty	Given information about the civil service system established under the Han Dynasty, students will summarize how this system impacted Chinese development.	WH1B WH3A WH19B WH21B		

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					Note: the civil service system is also known as the Chinese examination system, xiaolian system.	WH25A WH29F		
low med high		1	8	Lesson8: World Religions	Given the background of the world’s major religions, students will be able to identify examples of religious influences on major events in world history.	WH3A WH23A WH23B WH29F		
<b>Module 2: Influence of Geographic Factors</b>								
low med high		2	1	Lesson 1: River Valley Civilizations	Given the characteristics of a civilization, students will identify the causes and effects for the creation of the river valley civilizations and explain how the river valley civilizations led to the development of the classical civilizations.	WH1A WH2A WH2B WH29F		
low med high		2	2	Lesson 2: Early River Valley Cities	Given 1) a variety of maps and 2) the location of two cities established in river valley civilizations, students will create a Venn Diagram that compares the physical characteristics of the two cities.	WH1A WH16B		
low med high		2	3	Lesson 3 Geographic Significance of the Persian Gulf	Given historical maps of Southwest Asia, students will 1) create annotated timelines that reflect control of the Middle East over time (Arabian Peninsula; Iranian Plateau) and 2) explain the geographic factors that influenced the desire to control lands in this region. <i>Note: Historical maps could include, Persian Empire (c. 500 B.C.), Ottoman Empire (1453-1683), Safavid Empire (1500-1636), Ottoman Empire (during WWI), and British territory controlled in Middle East during WWI.</i>	WH15A WH16B WH16C WH19B WH26C WH30C		
low med high		2	4	Lesson 4: The Suez Canal	Given a brief summary of the construction of the Suez Canal (1854), British purchase of Egyptian stock in the canal (1875), and British efforts to retain control of the canal in 1922, students will explain the geographic factors that influenced Great Britain’s desire to construct and maintain	WH8C WH16B WH16C WH29F		

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					control of the canal.			
low med high		2	5	Lesson 5: Cartography and Navigation	Given information about improvements in technology (mapmaking, navigation, ship building), students will explain how technological advances allowed for European exploration of distant lands.	WH1D WH7A WH27D WH29F		
low med high		2	6	Lesson 6: The Colombian Exchange	Given information about the Columbian Exchange, students will 1) create a diagram that illustrates the exchange that occurred between the New World and Europe.	WH1D WH7B WH30C		
low med high		2	7	Lesson 7 Impact of the Printing Press	Given 1) a brief summary of the European invention of printing, and 2) a physical map of Europe, students will explain how the invention of printing allowed for the spread of Renaissance ideas in a region of rugged and mountainous terrain.	WH16B WH27C WH29F		
low med high		2	8	Lesson 8: Impact of Steam Locomotives	Given 1) information about steam locomotives and 2) maps of railroad from different time periods, students will describe how the invention of steam locomotives resulted in new patterns of settlement (mobility and growth of towns).	WH1E WH8B WH28A WH29F		
<b>Module 3: Development of Economic Systems</b>								
low med high		3	1	Lesson 1: Manorialism	Given a description of the manorial system, students will create a narrative writing that describes the characteristics of the economic system of manorialism. <i>Note: suggested that the narrative be from the perspective of a person living on a medieval manor (historical context).</i>	WH4C WH20A WH29F		
low med high		3	2	Lesson 2: Revival of Trade in Europe	Given information about the impact of the Crusades, students will create a map that identifies the location of trading centers that developed as a result of the revival of trade in Europe.	WH4E WH4F WH30C		
low med high		3	4	Lesson 4: The Commercial Revolution	Given information about the Commercial Revolution in Europe, students will explain how European countries benefited from the economic changes that occurred. <i>Note: standardization of money, joint-stock</i>	WH18F WH29F		

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					<i>companies, mercantilism</i>			
low med high		3	5	Lesson 5: The Industrial Revolution – Production	Given information about changing production methods during the Industrial Revolution (division of labor and mass production), students will explain how these changes resulted in an improved standard of living.	WH17B WH28A WH29F		
low med high		3	6	Lesson 6: Ideas of Adam Smith	Given information about Adam’s Smith’s ideas of free enterprise and the theory of laissez-faire, students will outline the advantages and disadvantages of an unregulated economy.	WH18A WH29F		
low med high		3	7	Lesson 7: Comparing Socialism and Communism	Given information about 1) the theories of Karl Marx and 2) brief descriptions of communism and democratic socialism, students will create a Venn Diagram that identifies the Marxian similarities and differences between communism and democratic socialism.	WH18B WH18C WH30C		
<b>Module 4: Expansion and Imperialism</b>								
low med high		4	1	Lesson 1: The Punic Wars and Roman Expansion	Given information on the Punic Wars, students will 1) create a map of Roman territory gained as a result of the Punic Wars, and 2) explain the changes that occurred in the Roman Republic as a result of Roman expansion.	WH1B WH15A WH30C WH29F		
low med high		4	2	Lesson 2: The Hellenistic Age	Given information about Alexander the Great and the Hellenistic Empire, students will create a concept map that summarizes the new ideas that spread throughout the Hellenistic world. <i>Note: new ideas emerged in the areas of learning/education, trade, philosophy, mathematics and physics, medical science, astronomy, and geography.</i>	WH3A WH20A WH27A WH30C		
low med high		4	3	Lesson 3: The Mongol Empire	Given information on the Mongol Empire, students will identify and classify changes brought to China under Mongol rule. <i>Note: classifications could include social, economic, and political</i>	WH1C WH3A WH29F		

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low med high		4	4	Lesson 4: Colonization of the Americas	Given short summaries about the reasons for British and Spanish colonization of the Americas, students will compare British and Spanish reasons for settlement in the New World.	WH1E WH7A WH29F		
low med high		4	5	Lesson 5: The Columbian Exchange	Given information about the exploration and settlement of the Spanish and Portuguese, students will explain the positive and negative effects of European settlement. <i>Note: economic benefits, Colombian Exchange, effects on populations (impact of disease on Native American, population decline in West Africa), and enslavement of Africans.</i>	WH1D WH7A WH7B WH7C WH29F		
low med high		4	6	Lesson 6: French Imperialism in Africa	Given information about French imperialism in Africa, students will 1) identify reasons for French expansion in West Africa, and 2) summarize the effects of French rule on the people of West Africa.	WH1E WH7C WH8C WH8D WH29F		
<b>Module 5: Political Philosophies and Systems</b>								
low med high		5	0	Lesson 0: An Overview of Political Systems in World History	Given background information about political systems throughout world history, students will: 1.) identify the characteristics of monarchies and theocracies, and 2.) identify characteristics of the following systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.	WH19A WH19B WH29F		
low med high		5	1	Lesson 1: The Rise of Democracy in Athens	Given information about the Athenian rulers: Solon, Cleisthenes, and Pericles, students will trace the rise of democracy in Athens.	WH3A WH20A WH21A WH21B WH29F		
low med high		5	2	Lesson 2: The Roman Republic	Given information about the government of the Roman Republic and English Parliament, students will 1) describe the functions of Roman government [Senate, Magistrates, Assemblies] and of English Parliament [House of Lords and House of Commons] and 2) compare the structure and functions of these two governments.	WH3A WH19B WH20A WH20B WH21A WH21B WH29F		

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low med high		5	3	Lesson 3: Rule of Law	Given excerpts from Hammurabi’s Code, Justinian’s Code of Laws, and the Magna Carta, students will explain how the idea of “rule of law” is expressed in each of these documents.	WH2C WH3A WH20B WH22A WH29F		
low med high		5	5	Lesson 5: Viewpoints on Individual Liberty	Given excerpts from English political philosophers, John Locke and Thomas Hobbes, students will identify each philosopher’s point of view on individual liberty. <i>Note: social contracts</i>	WH9A WH9D WH29F		
low med high		5	6	Lesson 6: Individual Rights	Given 1) an excerpt from John Locke, 2) a summary of the Petition of Rights, 3) an excerpt from the Declaration of Independence, and 4) segments of the U.S. Bill of Rights, students will summarize the individual rights expressed in these documents.	WH9A WH20B WH20C WH25B WH29F		
low med high		5	7	Lesson 7: Declaration of Independence	Given an excerpt from The Declaration of Independence, students will summarize the political ideas expressed in the Declaration of Independence, such as individual rights, purpose of establishment of government, popular sovereignty, rights of citizens to abolish an oppressive government.	WH9D WH20B WH20C WH29F		
low med high		5	8	Lesson 8: Political Causes of Revolutions	Given a chart or brief summaries of the causes of the America, French, and Russian revolutions, students will make generalizations about common political causes among these three revolutions. <i>Note: Generalizations could be based on the ideas of liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, nationalism, separation of powers.</i>	WH1F WH9A WH10D WH18B WH20C WH29F		
<b>Module 6: Twentieth Century Conflict</b>								
low med high		6	1	Lesson 1: Causes of World War I	Given information about World War I, students will explain the reasons/motives of Germany, Great Britain, France, Russia, and the United States in entering the war.	WH10A WH10B WH29F		
low med high		6	2	Lesson 2: War of Attrition	Given 1) information about innovations in warfare and 2) data on casualties of WWI, students will explain how WWI became a war of attrition. <i>Note: Innovations in warfare could include mass-</i>	WH10A WH10B WH28C WH29F		

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					<i>produced weapons, submarines, machine guns, long-range artillery, airplanes, tanks</i>			
low med high		6	3	Lesson 3: Wilson's Fourteen Points	Given 1) a summary of the main ideas presented in Wilson's Fourteen Points and 2) a summary of the main provisions set forth in the Treaty of Versailles, students will draw conclusions about Wilson's point of view on the Treaty of Versailles.	WH10C WH29F		
low med high		6	4	Lesson 4: The Treaty of Versailles	Given 1) information about the Treaty of Versailles and 2) maps of Europe before and after World War I, students will explain the changes that occurred as a result of World War I. <i>Note: context – geographic, political, and economic</i>	WH10C WH20D WH29F		
low med high		6	5	Lesson 5: The Rise of Totalitarian Regimes	Given information about the rise of fascism in Italy and the rise of Nazism in Germany, students will 1) identify similarities between the regimes of Mussolini and Hitler and 2) make a generalization about the rise to power of totalitarian regimes.	WH12A WH12B WH18D WH19B WH29F		
low med high		6	6	Lesson 6: Causes of World War II	Given background information about Hitler's growing aggressions after World War I, students will explain the policy of the appeasement of Hitler and the causes of World War II.	WH12A WH12B WH12C WH29F		
low med high		6	7	Lesson 7: German Invasion of the Soviet Union: Operation Barbarosa	Given information about the German invasion of the Soviet Union, students will explain Hitler's mistakes in Russia and how this marked a turning point in the war.	WH12B WH12C WH16B WH29F		
low med high		6	8	Lesson 8: The Cold War	Given information about 1) the creation of the "Iron Curtain", 2) the Berlin Crisis and airlift, and 3) the U.S. policy of containment (Truman Doctrine), students will explain the origins of the Cold War.	WH1F WH13A WH13C WH20D WH29F		

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low med high		6	9	Lesson 9: Communism Spreads in Asia	Given information about China under Mao Zedong, students will explain how and why communism spread to China and Korea.	WH1F WH13B WH18B WH29F		
<b>Module 7: Perspectives in World History</b>								
low med high		7	1	Lesson 1: Major Figures in World History	Given background information, students will describe the economic, social, political, and military impact of major historical figures in world history. Students will describe the impact of women during major eras in world history.	WH12B WH13D WH20C WH22E WH24A WH24B WH29F		
low med high		7	2	Lesson 2: Science and Technology During Major Eras of World History	Students will identify major scientific discoveries and technological innovations that impact world societies during major eras of world history.	WH28A WH28B WH28C WH28E WH29F		