

## **NAMS Transition to NAHS in History/ World Civilizations I:**

### **Honors Level: *World Civilizations I* Criteria**

Students will have demonstrated excellence in **ALL** of the following areas

- the utilization of the skills and background knowledge that will be required in *World Civilizations I*
- the explanation and identification of the causes and effects of main events in history
- the analysis of primary sources in the context of when they were written as well as their relevance to today's world
- the placement of important events in the correct chronological order throughout US, Ancient, and World history
- the interpretation and construction of charts and graphs that display pertinent quantitative information
- the collaborative and cooperative interaction with other students during classroom activities and group projects
- the correct location of key places of importance involved in the expansion of the United States during the eighteenth and nineteenth centuries

### **College Prep Level: *World Civilizations I* Criteria**

Students will have demonstrated proficiency or needs improvement in the following areas

- the utilization of the skills and background knowledge that will be required in *World Civilizations I*
- the explanation and identification of the causes and effects of main events in history
- the analysis of primary sources in the context of when they were written as well as their relevance to today's world
- the placement of important events in the correct chronological order throughout US, Ancient, and World history
- the interpretation and construction of charts and graphs that display pertinent quantitative information
- the collaborative and cooperative interaction with other students during classroom activities and group projects
- the correct location of key places of importance involved in the expansion of the United States during the eighteenth and nineteenth centuries

**Rationale:**

It is important to note that the honors level requires a recognition of excellence in these skill based areas as identified by the student's grade eight social studies team teacher. This college prep level recommendation is given for the benefit of the student so that they are properly placed in the appropriate level as they make the transition from middle school heterogeneous grouping to high school homogeneous grouping.

Students have been working on these essential standards throughout their eighth grade academic year. They have all had numerous opportunities to demonstrate these skills within the classroom during lessons, activities, independent work, projects and assessments such as curriculum unit tests and trimester common assessments. All of these have been taken into consideration when grade eight teachers are making recommendations for the grade nine World Civilizations class.