

Historical Developments of SW Asia (Middle East) (AKS 45 and 50) Learning Targets Checklist

1. 45a - I can explain the differences between an ethnic group and a religious group.

_____ ethnic group

_____ religious group

Making Progress

Know It

Can Teach It

2. 45b - I can explain the diversity of religions within the Arabs, Persians, and Kurds.

_____ Arabs

_____ Persians

_____ Kurds

Making Progress

Know It

Can Teach It

3. 45c - I can compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

_____ Judaism

_____ Islam

_____ Christianity

Making Progress

Know It

Can Teach It

4. 45d - I can explain the reason for the division between Sunni and Shia Muslims.

_____ Sunni

_____ Shia

Making Progress

Know It

Can Teach It

5. 45e - I can evaluate how the literacy rate affects the standard of living.

_____ literacy rate

_____ standard of living

Making Progress

Know It

Can Teach It

6. 50a - I can explain how European partitioning in the Southwest Asia (Middle East) after the breakup of the Ottoman Empire led to regional conflict.

_____ European partitioning

_____ Ottoman Empire

_____ I can explain both led to regional conflict.

Making Progress

Know It

Can Teach It

7. 50b - I can explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.

_____ Jewish connection to Israel _____ the Holocaust _____ anti-Semitism _____ Zionism in Europe
_____ I can explain why the State of Israel was established in 1948.

Making Progress

Know It

Can Teach It

8. 50c - I can describe how land and religion are reasons for continuing conflicts in the Southwest Asia (Middle East).

_____ I can describe the lands and physical features of the Middle East. _____ I can describe the major religions in the Middle East.

_____ I can explain using specific details why land and religion lead to conflict in SW Asia (the Middle East).

Making Progress

Know It

Can Teach It

9. 50d - I can explain U.S. presence and interest in Southwest Asia (Middle East); include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

_____ Persian Gulf conflict _____ invasion of Afghanistan _____ invasion of Iraq

_____ I can explain the US presence and interest in SW Asia (the Middle East)

Making Progress

Know It

Can Teach It

Intention of Student LT Checklist:

This template is intended to be given to the students at the beginning of each unit. It will have each learning target clearly listed and it will go into the front section of student's three-ringed binders/folders for each unit. Students will know at the beginning of each unit exactly what they are expected to have mastered by the time they have to take the common assessment. It is a great opportunity for students to self-advocate that they may be struggling to understand/master an intended learning target while they are learning the information, not after they take the common assessment. Teachers can quickly check for student understanding and provide re-teaching activities for students who are struggling to grasp the information. Those students who feel confident they can teach the information can peer "teach" as an enrichment activity.