

## World History

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
A	A student should understand that history is a record of human experiences that links the past to the present and the future.		
A.1	understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;	Students read the material in chronological order throughout the course as the various units move through time. For example: WH A: Unit 2: The Dawn of Civilization leads into WH A: Unit 3: The Growth of Civilization	Sections 1 – 5  Sections 1 – 5
A.2	know that the interpretation of history may change as new evidence is discovered;	WH A: Unit 2: The Dawn of Civilization	Section 3: The Ancient Near East: Writing Assignment: The Impact of the Fertile Crescent Cultures
A.3	recognize different theories of history, detect the weakness of broad generalization, and evaluate the debates of historians;		
A.4	understand that history relies on the interpretation of evidence;	Students complete a research paper as they move the units of the course. It begins in the first unit of each semester. WH A: Unit 1: Orientation  WH B: Unit 1: Orientation	Section 3: Research Paper  Section 3: Research Paper
A.5	understand that history is a narrative told in many voices and expresses various perspectives of historical experience;	WH B: Unit 6: Renaissance, Reformation, and Exploration	Section 2: Renaissance: Discussion: Masters of the Renaissance
A.6	know that cultural elements, including language, literature, the arts, customs, and belief systems,	Throughout the course in the various units, but in particular in the WH A:	

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	reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;	Unit 3: The Growth of Civilization	Section 5: Empires of China and India: Writing Assignment: Presenting an Ancient Civilization
A.7	understand that history is dynamic and composed of key turning points;	WH B: Unit 8: The Great War: World War I	Section 3: World War I: Discussion: New Technology in Battle
A.8	know that history is a bridge to understanding groups of people and an individual's relationship to society; and	Throughout the course in the various units, but particularly in WH A: Unit 4: Medieval Civilizations	Section 5: Kingdoms, Christianity, and the Middle Ages in Europe: Writing Assignment: Peasant Life
A.9	understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.	WH B: Unit 10: Contemporary Issues	Section 4: Africa and the Middle East: Discussion Assignment: How the Past Affects Us Today
B	A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.		
B.1	comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:		
B.1.a	the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;	Students complete a research project on comparative cultures throughout the course as well as cover the topic throughout the various units. For example: WH A: Unit 3: The Growth of Civilizations	Section 5: Empires of China and India: Writing Assignment: Presenting an Ancient Civilization

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B.1.b	human communities and their relationships with climate, subsistence base, resources, geography, and technology;	Students complete a research project on comparative cultures throughout the course as well as cover the topic throughout the various units. For example: WH A: Unit 2: The Dawn of Civilization	Section 3: The Ancient Near East: Writing Assignment – Impact of Fertile Crescent Cultures
B.1.c	the origin and impact of ideologies, religions, and institutions upon human societies;	Religion is mentioned throughout many of the various units. For example, Buddhism in WH A: Unit 2: The Dawn of Civilization  WH A: Unit 4: Medieval Civilizations	Section 5: Ancient India and China  Section 2: Muslim Civilizations
B.1.d	the consequences of peace and violent conflict to societies and their cultures;	Throughout the course in many of the various units as cultures conquered each other through time. For example: WH B: Unit 7: Changes in Asia and Europe	Section 3: Absolutism, Enlightenment, and Revolution: Introduction and Writing Assignment: Comparing Revolutions
B.1.e	major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;	Throughout the course in the various units. For example: WH B: Unit 9: World War II	Section 3: World War II (women’s role in the war as well as the Holocaust)
B.2	understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;		

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B.3	recognize that historical understanding is relevant and valuable in the student’s life and for participating in local, state, national, and global communities;	WH B: Unit 7: Changes in Asia and Europe	Section 4: Industrialization: Writing Assignment: The Effects of the Industrial Revolution on Society
B.4	recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and	WH B: Unit 10: Contemporary Issues	Section 4: Africa and the Middle East: Discussion Assignment: How the Past Affects us Today
B.5	evaluate the influence of context upon historical understanding.	Throughout the course in the various units. For example: WH A: Unit 3: The Growth of Civilization	Section 3: Rome and Early Christianity: Writing Assignment: Leadership
C	A student should develop the skills and processes of historical inquiry.		
C.1	use appropriate technology to access, retrieve, organize, and present historical information;	Throughout the course in the various research, writing, and discussion activities. For example: WH A: Unit 4: Medieval Civilizations	Section 5: Kingdoms, Christianity, and the Middle Ages in Europe: Writing Assignment: Peasant Life
C.2	use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;	Throughout the course in the various writing activities, but more heavily in the research opportunities. For example: WH A: Unit 1: Orientation	Section 3: Research Paper and throughout the course
C.3	apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and	Throughout the course in the various units, but particularly in WH A: Unit 4: Medieval Civilizations	Section 5: Kingdoms, Christianity, and the Middle Ages in Europe: Writing Assignment: Peasant Life

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C.4	use historical perspective to solve problems, make decisions, and understand other traditions.	Throughout the course in the various units. For example: WH A: Unit 2: The Dawn of Civilization	Section 4: Nile Civilizations: Discussion: Nile Civilizations
D	A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.		
D.1	understand that the student is important in history;	WH B: Unit 10: Contemporary Issues	Section 4: Africa and the Middle East: Discussion Assignment: How the Past Affects Us Today
D.2	solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions;	WH A: Unit 4: Medieval Civilizations	Section 3: African Kingdoms: Discussion: Transmission of Goods and Ideas
D.3	define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;	WH B: Unit 9: World War II	Section 4: Post World War II: Introduction: Discussion Assignment: Was the War Avoidable?
D.4	recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;	In many of the various units, but heavily in WH A: Unit 4: Medieval Civilizations	Sections 1 – 6, Particularly Section 4: Cultures of East Asia
D.5	base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and	WH B: Unit 9: World War II	Section 3: World War II Writing Assignment: Propaganda During World War II
D.6	create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.	WH B: Unit 9: World War II	Section 4: Post World War II: Introduction: Discussion Assignment: Was the War Avoidable?