



## World History

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| 2.1.2 | understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time | <p>The course covers various cultures and civilizations through historical time periods throughout the course up to the modern ages in the last unit. Various sections in every unit cover the development and connectedness of civilizations. For example:</p> <p>WH A: Unit 3: Medieval Civilizations</p> <p>WH B: Unit 8: Changes in Asia and Europe</p>    | <p>Section 2: Writing assignment: Transmission of Goods and Ideas</p> <p>Section 3: Discussion: Comparing Revolutions</p> <p>Section 4: Industrialization</p> |
| 2.1.3 | analyze historic events from around the world by examining accounts written from different perspectives  | WH B: Unit 8: Changes in Asia and Europe   | <p>Section 3: Discussion: Comparing Revolutions</p> <p>Section 4: Industrialization</p>   |
| 2.1.4 | understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras                | <p>The course covers various cultures and civilizations through historical time periods throughout the course up to the modern ages in the last unit. Various sections in every unit cover the broad patterns and relationships, and interactions of cultures across eras. For example:</p> <p>WH A: Unit 1: The Dawn of Civilization</p> <p>WH B: Unit 7:</p> | <p>Section 3: The Ancient Near East</p> <p>Section 4: Nile Civilizations</p> <p>Section 5: Ancient India and China</p> <p>Section 4: Exploration</p>          |

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|       |   | Renaissance, Reformation, and Exploration   | and Expansion   |
| 2.1.5 | analyze changing and competing interpretations of issues, events, and developments throughout world history.  |   |   |
| 2.2   | Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations. |   |   |
| 2.2.1 | distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place   |   |   |
| 2.2.2 | evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen  |   |   |
| 2.2.3 | analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective   | <p>There are various research assignments throughout the course where students analyze evidence and demonstrate understanding of time and place. Students also complete a major project throughout the course due in the last unit. For example:</p> <p>WH A: Unit Orientation:</p> <p>WH B: Unit 9: The Great War: World War I</p> | <p>Section 3: Research Paper</p> <p>Section 3: Discussion: New Technology in Battle</p> |

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|       |  | WH B: Unit 10: World War II  | Section 3: Writing assignment: Propaganda During World War II  |
| 2.2.4 | explain the importance of analyzing narratives drawn from different times and places to understand historical events   | WH B: Unit 7: Renaissance, Reformation, and Exploration<br><br>WH B: Unit 11: Contemporary Issues  | Section 4: Exploration and Expansion<br>Section 4: Writing Assignment: Bartolome de Las Casas<br><br>Section 4: Africa and the Middle East       |
| 2.2.5 | investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.      | WH B: Unit 7: Renaissance, Reformation, and Exploration<br><br>WH B: Unit 9: The Great War: World War I  | Section 2: Renaissance<br>Section 3: Reformation and Counter-Reformation<br><br>Sections 1 – 4   |
| 2.3   | Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups. |  |  |
| 2.3.1 | analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities                                       | Throughout the course, a variety of individuals are mentioned as important contributors. For example:<br><br>WH A: Unit 2: The Growth of Civilizations<br><br>WH A: Unit 3: Medieval Civilizations | Section 2: Classical Greece<br>Section 3: Rome and Early Christianity<br><br>Section 2: Muslim Civilizations<br>Section 3: Cultures of East Asia |

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| 2.3.2 | explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world   | <p>Throughout the course, especially in the course long project: Cultures is one of the topics. For example:</p> <p>WH A: Unit 1: The Dawn of Civilization</p> <p>WH B: Unit 7: Renaissance, Reformation, and Exploration</p> | <p>Section 3: Writing assignment: Impact of Fertile Crescent Cultures</p> <p>Section 4: Exploration and Expansion</p>   |
| 2.3.3 | examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.   | <p>Throughout the course in various sections of every unit. For example:</p> <p>WH A: Medieval Civilizations</p> <p>WH B: Unit 8: Changes in Asia and Europe</p>  | <p>Section 5: Kingdoms, Christianity, and the Middle Ages</p> <p>Section 3: Absolutism, Enlightenment, and Revolution</p> <p>Section 4: Industrialization</p> |
| 2.4   | The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. |   |   |
| 2.4.1 | identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for  | WH B: Unit 8: Changes in Asia and Europe  | <p>Section 4: Industrialization</p> <p>Section 4: Writing Assignment: The Effects of the Industrial Revolution on Society</p>                                 |

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|       | further investigation  | WH B: Unit 10: World War II  | Section 4: Post World War<br>Section 4: Discussion: Was the War Avoidable?   |
| 2.4.2 | interpret and analyze documents and artifacts related to significant developments and events in world history  | WH A: Unit 1: The Dawn of Civilization<br><br>WH A: Unit 2: The Growth of Civilization   | Sections 1 – 4<br><br>Sections 1 – 4   |
| 2.4.3 | plan and organize historical research projects related to regional or global interdependence   | There are a variety of research and writing assignments throughout the various sections of the units. For example:<br><br>WH B: Unit 8: Changes in Asia and Europe<br><br>WH B: Unit 11: Contemporary Issues                   | Section 4: Industrialization<br>Section 4: Writing Assignment: The Effects of the Industrial Revolution on Society<br><br>Section 4: Discussion: How the Past Affects Us Today |
| 2.4.4 | analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. (Taken from National Standards for World History) | The major research project assigned in the beginning unit and completed throughout the course is a compare/contrast paper. In addition, there are other examples. For example:<br><br>WH B: Unit 8: Changes in Asia and Europe | Section 3: Absolutism, Enlightenment and Revolution<br>Section 3: Discussion: Comparing Revolutions  |