Grades 6–8
World History
Item Specifications

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

Grades 6-8 World History

World History	6-8.WH.1.CC.A
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Create and use tools to analyze a chronological sequence of related events in world history.

Expectation Unwrapped	**DOK Ceiling**
Students will use or create various types of timelines, diagrams, and primary sources to analyze events in world history. This could include placing events in their chronological order and/or using primary source material to identify cause-and-effect relationships between related events.	3 **Item Format** Selected Response Constructed Response Technology Enhanced
Content Limits/Assessment Boundaries Content may include but is not limited to: • chronology and/or cause-and-effect relationships related to major events in world history prior to 1450, including the civilizations of Greece, Rome, China, Mesopotamia, Egypt, Indus River Valley, Africa, and South America Assessment must include a prompt, and tools should focus on big ideas.	**Sample Stems**
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories	

Grades 6-8 World History

World History	6-8.WH.1.CC.B
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Explain connections between historical context and peoples' perspectives at the time in world history.

Expectation Unwrapped	**DOK Ceiling**
With teacher assistance, the student will select and investigate a historical event/issue and perspectives of people of that time. The student will explain people's perspectives and how they changed over time in relation to historical events, ideas, geography, and technological advances.	3 **Item Format** Selected Response Constructed Response Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, people's perspectives on issues such as: • military conquests • slavery • gender roles in society • religion • government	**Sample Stems**
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories	

Grades 6-8 World History

World History	6-8.WH.1.CC.C
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.

Expectation Unwrapped	**DOK Ceiling**
With assistance throughout the process: The student will identify an aspect of world history to compare to a contemporary issue. The student will then hypothesize how that historical issue is related to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how the issues are connected. This could address political, environmental, socioeconomic, and/or cultural issues.	3 **Item Format** Selected Response Technology Enhanced
Content Limits/Assessment Boundaries Topics may include, but are not limited to: • irrigation of crops, roles in society, laws and individual rights, the dissemination of ideas, changing gender roles and gender identity, transition or succession of power, role of the arts in supporting or challenging politics; religion; social order; environmental destruction; military tactics and weaponry, etc. Suggested assessment includes, but is not limited to: • Students selecting appropriate resources from a variety of provided resources, given a specific topic • Students completing a provided outline or graphic organizer over a research plan • In a classroom setting, students selecting from a variety of products, choosing which is most appropriate for their final product, such as a shadow box, a model, a poster, a website, a written report, etc.	**Sample Stems**

Grades 6-8 World History

Stimulus Materials	
Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories	

Grades 6-8 World History

World History	6-8.WH.1.CC.D
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of view represented in the resources.

Expectation Unwrapped	**DOK Ceiling**
The student will demonstrate curiosity by developing a compelling (open-ended question with no one right answer and of high interest to students) question regarding world history prior to c. 1450. To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	3 **Item Format** Selected Response Constructed Response Technology Enhanced
Content Limits/Assessment Boundaries Examples of compelling questions may include, but are not be limited to, questions, such as: • Why do different people see the same situation differently? • What role did religion play in the development of Rome? • How does the role of religion in ancient China and compare with that of ancient India? Assessment should occur in the context of unit content, not as a separate assessment divorced from meaningful content.	**Sample Stems**
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories	

Grades 6-8 World History

<table>
<tr><th colspan="2">World History</th><th>6-8.WH.1.CC.E</th></tr>
<tr><td>Theme</td><td colspan="2">Tools of Social Science Inquiry
In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.
• Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
• Develop compelling questions and research the past.
• Anticipate and utilize the most useful sources to address their questions.
• Develop and test claims and counter-claims to address their questions.
Take informed action based on their learning.</td></tr>
<tr><td>Strand</td><td colspan="2">History: Continuity and Change
(World History prior to c. 1450)</td></tr>
<tr><td>MLS</td><td colspan="2">Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.</td></tr>
<tr><td colspan="2"><u>Expectation Unwrapped</u>

Considering a specific world-history issue prior to c. 1450, the student will identify causes and consequences, and note contradictions and emerging patterns. The student will also analyze obstacles and opportunities encountered by those trying to address the problem(s). Those attempting to address the problem may include, but are not limited to: governments and/or their agencies, individuals, private groups, etc.</td><td><u>DOK Ceiling</u>
3

<u>Item Format</u>
Selected Response
Constructed Response
Technology Enhanced</td></tr>
<tr><td colspan="2"><u>Content Limits/Assessment Boundaries</u>

Examples may include, but are not limited to:
• How to find a faster trade route to India from Europe?
• How to defend against technologically superior civilizations?
• How to build a monument that will last for centuries?</td><td rowspan="2"><u>Sample Stems</u></td></tr>
<tr><td colspan="2"><u>Stimulus Materials</u>

Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories</td></tr>
</table>

Grades 6-8 World History

World History	6-8.WH.1.GS.A
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**Government Systems and Principles** **(World History prior to c. 1450)**
MLS	Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Expectation Unwrapped

The student will define and distinguish among governmental systems and their resulting laws, policies, and processes. Then, using a world history (prior to c. 1450) perspective, the student will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. The student will define and distinguish between groups and society. The student will then draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content for assessment may include, but is not limited to, analyzing how the following documents impacted individuals:

- Vedas, c. 600 BCE
- Torah, Pentateuch
- Code of Hammurabi, 1754 BCE
- Twelve Tables of Rome, 451 BCE
- Magna Carta, AD. 1215

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.1.G.A
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**Geographic Study** **(World History prior to c. 1450)**
MLS	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.

Expectation Unwrapped	**DOK Ceiling**
	3
The student will define and differentiate purpose(s) among various maps and graphic representations. The student will also define and differentiate between patterns and trends. The student will create and use maps and other graphic representations to determine and assess emerging patterns and/or trends over time. The student will use the identified patterns and/or trends to explain the relationship/topic of study.	**Item Format** Selected Response Constructed Response Technology Enhanced
Content Limits/Assessment Boundaries Examples may include, but are not limited to, creating (with a stimulus) or using maps of: • Jewish Diaspora across various empires • Expansion of Christianity and the Roman Empire • Spread of Islam and cultural exchanges • Cultural diffusion and the Silk Road • Trade routes and the spread of the Bubonic Plague • Pangea and the dispersion of indigenous peoples	**Sample Stems**
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories	

Grades 6-8 World History

World History	6-8.WH.1.G.B
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**Geographic Study** **(World History prior to c. 1450)**
MLS	Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.

Expectation Unwrapped	**DOK Ceiling**
The student will describe the impact of human settlement activities (such as finding shelter, food, and water) on the environmental and cultural characteristics (e.g., clothing, music, art, and religion) of world regions prior to c. 1450.	3
	Item Format Selected Response Constructed Response Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to, describing human settlement activities and how they impact the environment and culture: • growing crops (types of crops, soil erosion, irrigation systems) • domesticating animals (types of animals led to types of clothing, food, etc.) • creating irrigation systems (could alter transportation, rivers could be changed, etc.) • building of roads (controlled human migration patterns, trade, travel)	**Sample Stems**
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories	

Grades 6-8 World History

World History	6-8.WH.1.G.C
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**Geographic Study** **(World History prior to c. 1450)**
MLS	Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.

Expectation Unwrapped	**DOK Ceiling**
The student will locate major cities of the world and key world nations, the world's continents and oceans, and major topographical features (e.g., mountains, bodies of water) of the world prior to c. 1450.	1
	Item Format Selected Response Technology Enhanced
Content Limits/Assessment Boundaries Content may include, but is not limited to: • Cities of Rome, Athens, Paris, London, Constantinople, Jerusalem, Cairo • Nations of the ancient world • Nile River, Amazon River, Tigris River, Euphrates River, Indus River, Yellow River, etc.	**Sample Stems**
Stimulus Materials Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories	

Grades 6-8 World History

World History	6-8.WH.1.EC.A
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**Economic Concepts** **(World History prior to c. 1450)**
MLS	Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.

Expectation Unwrapped

The student will use a world-history lens to examine the opportunity costs (the loss of potential gain from other alternatives when one alternative is chosen) and benefits (an advantage or profit gained from something) of economic decisions for society as a whole as well as on individuals prior to c. 1450.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Costs should be considered in terms of more than just economic (e.g., loss of life, health, or freedom).
Benefits could be options, self-rule, and advancement in society and/or freedom.
Content may include but is not limited to:

- Expanding trade routes
- Conquering other societies, civilizations, tribes, and/or cities and countries
- Spreading religion
- Building monuments such as the Great Pyramid

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as maps, artifacts (e.g., ancient coins, beads, and shells used for trading), timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.1.PC.A
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Expectation Unwrapped

The student will define and describe sources, artifacts, and perspective. Then, the student will investigate an example of material culture to interpret a people's point of view. From this, the student will draw conclusions about material culture as it relates to human perspectives.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- People's perspective was influenced by social stratification, geography, climate, religion, government, and economics, etc.
- Sources/artifacts created include jewelry, art, cooking utensils, tools, pottery, religious symbols, clothing, etc.

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.1.PC.B
Theme	**Tools of Social Science Inquiry** **In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.** • **Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)** • **Develop compelling questions and research the past.** • **Anticipate and utilize the most useful sources to address their questions.** • **Develop and test claims and counter-claims to address their questions.** • **Take informed action based on their learning.**
Strand	**People, Groups and Cultures** **(World History prior to c. 1450)**
MLS	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Expectation Unwrapped

The student will define and describe the terms *social structures* and *stratification*. Then, the student will use a world history lens to examine the origins and impact of social structures and stratification (the state of being divided into social classes) on societies and relationships between peoples.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Priests
- Royalty
- Caste system
- Feudal system
- Slaves, servants, indentured servants
- Gender roles
- Age roles

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.CC.A
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies **in** Asia, Africa, and the Americas.

Expectation Unwrapped

The student will define and describe the terms *Agricultural Revolution* and *complex society.* The student will explain the causes of the Agricultural Revolution and its effects on the development of new and more complex societies in Asia, Africa, and the Americas.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content could include, but is not limited to, the causes and effects of:

- Animal domestication
- Propagation of crops
- Water systems
- Government and law
- Development of towns and cities
- Permanent housing
- Roles of men, women, and children

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.CC.B
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Analyze the role early civilizations had in shaping concepts of government, law, and social order.

Expectation Unwrapped

The student will define and describe the terms *government, law,* and *social order*. Within the context of two or more early civilizations, the student will analyze the role each early civilization had in shaping concepts of government, law, and social order. The student will provide specific examples of the type of government, the related laws, and social order.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content could include, but is not limited to, the development of:

- Settlements, towns, city-states, and cities
- Government and its laws
- Permanent housing
- Roles of men, women, and children

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.CC.A
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Analyze the rise and fall of classical civilizations to determine their significance to future societies.

Expectation Unwrapped

The student will define, describe, and provide examples of classical civilizations. The student will also examine the factors that contributed to the rise and fall of each classical civilization. Then, with justification, the student will define their legacies. Finally, the student will determine the significant contributions of classical civilizations and those utilized by future societies.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Greece legacy and foundation for democracy, medicine, architecture, culture, etc.
- Roman contributions to the republican form of government; engineering; architecture; etc.
- Mathematical contributions of Egypt, Islamic scholars, and Greeks
- China's and India's contributions to technology and science

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.CC.B
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.

Expectation Unwrapped

The student will define and provide specific examples of conflict, competition, and cooperation, as each relates to the connections among classical civilizations. The student will examine and compare the positive and negative effects of conflicts, competition, and cooperation within and among classical civilizations.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, interactions between and among:

- Greece and Rome
- Alexander the Great and Persians and/or Egyptians
- Maya, Incas, and Aztecs
- Europeans and East Asians (Japan and/or China) and/or Indians
- Jews, Christians, and Muslims

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.CC.A
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.

Expectation Unwrapped

The student will define and describe feudalism. With a focus on the factors of instability during the fall of Rome and early Japan, the student will compare and contrast the development of feudalism as a system of political organization in both Europe and Japan.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, comparing:

- Collapse of empires in Japan and Europe
- Rise of kingdoms and shogunates
- Rise of societal hierarchy (power structure)
- Impact of religious structures and religious tenets on the political system

Content limit: This assessment should focus on feudalism in Europe and Japan.

Sample Stems

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Grades 6-8 World History

World History	6-8.WH.4.CC.B
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.

Expectation Unwrapped

The student will examine and define the origins and development of Muslim and Mongol control in Europe, Asia, and Africa. The student will explain the significance of the expansion of the Muslim and Mongol transcontinental empires affecting trade, religion, technology, and economies throughout Europe, Asia, and Africa.

DOK Ceiling

2

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Mongol rule in Asia
- Genghis Khan and his role in China
- Ottoman Empire
- Spread of Islam throughout the Middle East and into Africa

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.CC.C
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.

Expectation Unwrapped

Students will define and describe the terms *Crusades* and *Black Death*. Students will be able to analyze the impact of the Crusades and Black Death on societies in Europe, Asia, and Africa. Students will analyze the connection between the Crusades and Black Death and the resulting changes these events brought to societies in Europe, Asia, and Africa.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Crusades
- Trade developing from the Crusades
- How trade/travel led to the spread of the bubonic plague
- Population changes due to the Crusades and the Black Death
- Impact of population loss on culture and society
- The emergence of the Renaissance

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.CC.D
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**History: Continuity and Change** **(World History prior to c. 1450)**
MLS	Analyze the cultures of civilizations in Sub-Saharan Africa, Mesoamerica, and Andean South America.

Expectation Unwrapped

The student will investigate various ancient cultures (e.g., Kush, Nubian, Aksum, Ethiopian, Aztec, Maya, and/or Incan) in order to build general understanding of each. Then, the student will analyze the continuity and change of civilizations (through c. 1450) in sub-Saharan Africa (Kush, Nubian, Aksum, Ethiopian), Mesoamerica (Aztec, Maya), and Andean South America (Inca).

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, the following for each of the civilizations:

- Government
- Religion
- Family structure
- Roles of men, women, and children
- Social Stratification
- Economics
- Military occupations

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.GS.A
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**Governmental Systems and Principles** **(World History prior to c. 1450)**
MLS	Explain the origins, functions, and structure of monarchies, theocracies, city- states, empires and dynasties.

Expectation Unwrapped

The student will explain purposes of different government systems. The student will focus on the development, purpose, and structure of monarchies (rule by one ruler, such as a king), theocracies (rule by religious leader), city-states (a state that has its own government and consists of a city and the area around it), empires (group of countries or regions that are controlled by one ruler or one government) and dynasties (families of rulers who rule over a country for a long period of time).

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

This is an introduction to these terms and concepts. Content may include, but is not limited to, explaining the development, purpose, and structure of:

- Monarchies (e.g., Mesopotamia, early Greece, etc.)
- Theocracies (e.g., ancient Egypt)
- City-states (e.g., Mesopotamia, early Greece, etc.)
- Empires (e.g., Alexander the Great, ancient Rome, etc.)
- Dynasties (e.g., ancient China, etc.)

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.GS.B
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**Governmental Systems and Principles** **(World History prior to c. 1450)**
MLS	Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.

Expectation Unwrapped

The student will define and explain the terms *subjects*, *powers*, and *responsibilities*. The student will differentiate between the powers (the ability to influence decision making) and responsibilities (duties or tasks that a person is required or expected to do) of political subjects and leaders. Focus will be on the roles of leaders and subjects in the following types of governments: monarchies (rule by one ruler such as a king), theocracies (rule by religious leader), city-states (a state that has its own government and consists of a city and the area around it), and empires (group of countries or regions that are controlled by one ruler or one government).

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

The standard is focusing on the difference between the roles of the leader and the roles of the subjects in each form of the governments listed. Examples may include (but are not limited to) the differences between:

- King and peasant
- Pharaoh and farmer
- Priests and emperor
- Governor and citizen

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.GS.C
Theme	**Early Civilization** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**Governmental Systems and Principles** **(World History prior to c. 1450)**
MLS	Explain how the codification of law impacted early civilizations.

Expectation Unwrapped

The student will define and explain the term *codification of law*. The student will investigate two or more ancient civilizations, focusing on the role of written laws within each civilization. Using specific examples, the student will explain how the codification of law (collecting and recording laws into one source) influenced early civilizations.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, the explaining how the following law codes influenced early civilizations:

- Vedas
- Ten Commandments
- Code of Hammurabi
- Torah

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.GS.A
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**Governmental Systems and Principles** **(World History prior to c. 1450)**
MLS	Explain the origins, functions, and structure of governmental systems within classical civilizations.

Expectation Unwrapped

The student will define and explain the terms *governmental systems* and *classical civilizations*. The student will examine why different government systems began. Then, the student will investigate the purpose and structure of government systems in ancient Athens (direct-democracy) and ancient Rome (republic). Finally, the student will explain how the founding, functions, and structure of governmental systems within ancient Athens and ancient Rome are related.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, the explanation of the development, purpose, and structure of:

- Democracy in Athens
- Republic in Rome

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.GS.B
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**Governmental Systems and Principles** **(World History prior to c. 1450)**
MLS	Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.

Expectation Unwrapped

The student will define and explain the terms *direct democracy*, *representative democracy*, *majority rule*, *minority rights*, and *civic duty*. The student will compare and contrast direct democracy and representative democracy. The student will analyze direct democracy (decisions made by citizens) and representative democracy (voting for representatives who make decisions) in order to apply the concepts of majority rule (the principle that the greater number should exercise greater power), minority rights (individual rights of anyone who is not part of a majority decision) and civic duty (action or responsibility expected of every member of a society).

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, analyzing democratic scenarios such as:

- Women's, children's, and slaves' rights in ancient Greece and ancient Rome
- Men's role in ancient Greece and ancient Rome
- Citizenship qualifications in ancient Greece and ancient Rome

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.GS.C
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**Governmental Systems and Principles** **(World History prior to c. 1450)**
MLS	Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.

Expectation Unwrapped

The student will define and explain the terms *rule of law*, *separation of powers*, and *checks and balances*. The student will explain how the rule of law (the restriction of the exercise of power by using well-defined and established laws) developed from written codes of law. The student will also explain how separation of powers (an act of vesting the legislative, executive, and judicial powers of government in separate bodies) and checks and balances (ability of the branches of government to limit the powers of the others) developed from a written code of law.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, the explanation of:

- How written laws, separate branches of government, and the ability of those branches to keep power balanced developed into rule of law.
- Comparing the structures of classical government systems to structures of modern systems of government

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.GS.A
Theme	**Middle Ages- Regional Interconnectedness and Conflict** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**Governmental Systems and Principles** **(World History prior to c. 1450)**
MLS	Explain the origins, functions, and structure of governmental systems within civilizations.

Expectation Unwrapped

The student will define and apply the terms *governmental systems* and *civilizations*. The student will investigate and explain why different government systems developed during the Middle Ages. The student will focus on the development, purpose, and structure of government systems during the Middle Ages (e.g., monarchies, feudalism, theocracies, and empires).

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, the explanation of the development, purpose, and structure of:

- Monarchy
- Feudalism
- Theocracy
- Empires

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.GS.B
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**Governmental Systems and Principles** **(World History prior to c. 1450)**
MLS	Explain how the rule of law is further developed by the Magna Carta, and other documents including limited government and due process.

Expectation Unwrapped

The student will define and explain the terms *rule of law*, *Magna Carta*, *limited government*, and *due process*. The student will investigate the historical context of the creation of the Magna Carta. Then, the student will explain how the rule of law (*the restriction of the exercise of power by using well-defined and established laws*), limited government (*a system in which the primary leaders have very little governing powers over the decisions and laws that are created without approval from other branches or leaders within the government*), and due process (*the principle that an individual cannot be deprived of life, liberty, or property without appropriate legal procedures and safeguards*) were further developed by the Magna Carta, and other documents.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Comparing individual rights before and after the Magna Carta
- Examine how the Magna Carta restricted the power of government

Assessment limits: Include a prompt, specifically about the Magna Carta.

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.GS.C
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**Governmental Systems and Principles** **(World History prior to c. 1450)**
MLS	Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.

Expectation Unwrapped

The student will investigate conflict and cooperation among belief systems (e.g., Judaism, Christianity, Islam, polytheistic beliefs), as well as between belief systems and established states of the Middle Ages. The student will analyze the relationship between religious institutions and the states (nations, countries, territories) to determine their impact on people and societies.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, analyzing:

- Belief systems: Judaism, Christianity, Islam, Buddhism, Confucianism, Taoism
- Role the Church had on society in Europe and on exploration
- Role Islam played in the Middle East and Africa
- The role the Mandate of Heaven had on government
- How the Crusades changed society

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories.

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.G.A
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**Geographical Study** **(World History prior to c. 1450)**
MLS	Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations**.**

Expectation Unwrapped

The student will investigate the physical characteristics of river valleys to understand the benefits and challenges of various topographic and environmental features on human settlements. The student will draw conclusions as to how different geographic features of river valleys (climate, vegetation, geography, and topography) supported or deterred permanent settlements and the rise of early civilizations.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, early civilizations and physical characteristics in the following river valleys:

- Tigris and Euphrates Rivers
- Nile River
- Indus River
- Yellow River

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.G.B
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**Geographical Study** **(World History prior to c. 1450)**
MLS	Analyze the cultural characteristics of civilizations to explain how they are similar and different.

Expectation Unwrapped

The student will define the term *civilization*. The student will then identify and define *cultural characteristics* as they pertain to civilizations. Using two or more early civilizations, the student will compare and contrast cultural characteristics (language, religion, cuisine, social habits, music and arts) of early civilizations to better understand how they are similar and unique.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, examining the cultural characteristics of early civilizations in the following river valleys:

- Tigris and Euphrates Rivers
- Nile River
- Indus River
- Yellow River

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.G.C
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**Geographical Study** **(World History prior to c. 1450)**
MLS	Explain how various characteristics of civilizations are connected to identities and cultures.

Expectation Unwrapped

The student will define and explain the terms *civilizations*, *identities*, and *cultures*. The student will investigate two or more civilizations, focusing on the role of identity and culture. Then, the student will explain how various characteristics of civilizations (cities, government, religion, social structure, writing, art, etc.) are connected to identities and cultures.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, examining the cultural characteristics of early civilizations in the following river valleys:

- Tigris and Euphrates Rivers
- Nile River
- Indus River
- Yellow River

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History		6-8.WH.3.G.A
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**	
Strand	**Geographical Study** **(World History prior to c. 1450)**	
MLS	Explain the significance of physical geography to the development of classical civilizations.	

Expectation Unwrapped

The student will define and provide examples of the terms *physical geography* and *classical civilizations*. Within the context of selected classical civilizations, the student will explain the significance of physical geography to the development of the selected classical civilizations (ancient Greece, ancient Rome, and ancient China).

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, the use of maps to explain the geography of:

- Ancient Greece
- Ancient Rome
- Ancient China

Assessment boundary: Assessment of this standard should include a prompt.

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.G.B
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**Geographical Study** **(World History prior to c. 1450)**
MLS	Identify the effect of natural forces upon human activities.

Expectation Unwrapped

The student will define and explain the terms *natural forces* and *human activities*. The student will investigate at least one classical civilization and the consequences of a natural force upon human activities. The student will summarize the effect of natural forces upon human activities.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, the effects of the following on human activities during the classical civilization period:

- Flooding
- Volcanoes
- Drought
- Climate
- Tsunamis
- Earthquakes
- Erosion and soil depletion

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.G.A
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**Geographical Study** **(World History prior to c. 1450)**
MLS	Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.

Expectation Unwrapped

The student will define and provide examples of the terms *cultural patterns* and *economic decisions*. The student investigate at least one historical example of cultural diffusion and explain how the spread of cultural patterns helped shape and was shaped by the environment. Finally, the students will explain how economic decisions helped to shape and were shaped by the environment.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- The Silk Road
- Trade routes
- Shipping
- Architecture

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.G.B
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**Geographical Study** **(World History prior to c. 1450)**
MLS	Explain how physical geographic characteristics influence human identities and cultures.

Expectation Unwrapped

The student will define and describe the terms *physical geographic characteristics*, *human identities*, and *cultures*. The student will investigate at least one settlement or civilization and the role of geography in the development of the settlement/civilization. Then, the student will draw conclusions about the influence of geography upon human identity and culture.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, examining how aspects of different cultures were shaped by the environment:

- Housing
- Occupations
- Language
- Artwork
- Clothing
- Tools
- Instruments
- Food

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.EC.A
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**Economic Concepts** **(World History prior to c. 1450)**
MLS	Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.

Expectation Unwrapped

The student will define and apply the terms *economic surplus*, *trade*, and *specialized labor*. Focusing on trade and specialization, the student will investigate at least one civilization. Then, the student will explain how economic surplus (something that remains above what is used or needed) led to trade and the emergence of specialized labor (such as making pottery, weaving, growing crops).

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Increased demand as specialized products improved in quality
- Excess supply allowing civilizations to trade with one another

Assessment boundaries: Focus on the early river-valley civilizations.

Sample Stems

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Grades 6-8 World History

World History	6-8.WH.2.EC.B
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**Economic Concepts** **(World History prior to c. 1450)**
MLS	Explain how standardization affects the early stability of a society.

Expectation Unwrapped

The student will define and explain the term *standardization*. Focusing on economic standardization, the student will investigate an early civilization and draw conclusions as to how standardization (such as currency, weights, and measures) affects the early stability (ability to remain unchanged over time) of a society.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Standardized currency, weights, and measures for trade
- Standard currency for wages and labor

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.EC.A
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**Economic Concepts** **(World History prior to c. 1450)**
MLS	Describe trade patterns and how they influence the movement of resources, goods and services.

Expectation Unwrapped

Within the context of trade in classical civilizations, the student will define and describe the terms *resources*, *goods*, and *services*. Then, the student will describe trade patterns (what goods and services a country trades, with whom, and in what direction) of at least one classical civilization and how the trade patterns influenced the movement of resources, goods, and services.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Ancient Greek, Roman, and/or Chinese trade routes, traded goods and services, maps of trade, natural resources

Assessment boundaries: Focus on ancient Greece, Rome, and China.

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.EC.B
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**Economic Concepts** **(World History prior to c. 1450)**
MLS	Explain how standardization impacts the stability of a civilization.

Expectation Unwrapped

The student will define and explain the term *standardization*. Focusing on economic standardization, the student will investigate a classical civilization and draw conclusions as to how standardization (such as currency, weights, and measures) affects the early stability (ability to remain unchanged over time) of a society.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Taxes, tariffs, currency
- Roman currency
- Qin Shihuangdi and the Qin Dynasty
- As trade routes grew, needed standard measurement for weighing goods

Assessment boundaries: Focus on standardization in ancient Greece, Rome, and China.

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.EC.C
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**Economic Concepts** **(World History prior to c. 1450)**
MLS	Explain how political and economic stability affects the well-being of individuals and society.

Expectation Unwrapped

The student will describe and differentiate between *political stability* and *economic stability*. Focusing on political and economic systems, the student will investigate at least one classical civilization (ancient Greece or ancient Rome) to determine what factors contribute to and/or deter the well-being of individuals and society. Then, the student will describe how political stability and economic stability (stable prices and sustainable growth) affect the well-being of individuals and society.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may contain, but is not limited to:
Case studies: Greece, Rome, Byzantium, Persia, Qin/Han China, Gupta India
Political stability:

- Individual safety and security
- Consistent laws and expectations
- Consistent enforcement of laws
- Strong infrastructure

Economic stability:

- Consistence in sources of wealth
- Steady income
- Consistent supply of goods

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.EC.A
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**Economic Concepts** **(World History prior to c. 1450)**
MLS	Explain how inter-regional trade intensified the exchange of goods, ideas and people.

Expectation Unwrapped

The student will define and describe the terms *interregional trade*, *goods*, and *ideas*. The student will select a region of focus during the Middle Ages and investigate its trade networks. Using these findings, the student will explain how interregional (trans-Saharan, Silk Road routes, Indian Ocean networks) trade intensified the exchange of goods, ideas, and people.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Spread of religions (Christianity, Islam, Buddhism)
- Spread of ideas (medicine, technology, political ideas)
- Spread of people (migrations, slavery, trade routes)

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.PC.A
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.

Expectation Unwrapped

The student will define and provide examples of the terms *monotheistic religions*, *polytheistic religions*, *social order*, and *political order*. The student will select and investigate at least one civilization that practiced monotheism and one that practiced polytheism. Within the context of the belief system practices, the student will compare and contrast the social and political order of the civilization. Using these findings, the student will draw conclusions about the significance of monotheistic (one god) and polytheistic (multiple gods) religions to the social and political order of early civilizations.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Progression of religions (e.g., polytheistic into Judaism)
- Interactions between nations of different beliefs (e.g., Egypt and the Jews)
- Social structures including priests and religious leaders
- Relationship between political and belief systems in an early civilization (Mesopotamia, ancient Egypt, Indus River Valley, etc.)

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.PC.B
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.

Expectation Unwrapped

The student will investigate the origins of Judaism, Hinduism, and Buddhism. The student will examine the structure of Judaism, Hinduism, and Buddhism. Finally, the student will explain the beliefs of Judaism, Hinduism, and Buddhism.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include but is not limited to:

- Primary source readings such as the Ten Commandments, the Torah, Buddha's teachings, and the Vedas
- Compare and contrast the religions

Assessment boundaries:

- Focus should be on Judaism, Hinduism, and Buddhism.

Assessment should include a prompt.

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History		6-8.WH.2.PC.C
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**	
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**	
MLS	Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.	

Expectation Unwrapped

The student will define and describe the terms *social groups*, *institutions*, and *culture*. The student will select at least two early civilizations and research their social groups and institutions, in order to determine their world view (a particular philosophy of life or conception of the world). The student will use these findings to determine the influence of social groups and institutions on the greater culture. Then, the student will describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, fated positions in society, such as:

- Caste systems
- Roles of men, women, and/or children
- Slave and master
- Political leaders and civilians

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.2.PC.D
Theme	**Early Civilizations** **The study of ancient civilizations focuses on how agrarian societies developed into civilizations. An emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will also examine the timing and impact of agricultural revolution in the Americas. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of civilizations, and the economic, social, political, artistic, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.

Expectation Unwrapped

The student will define the terms *scientific advancements*, *technological advancements*, *intellectual advancements*, *artistic advancements*, and *legacy*. The student will select and investigate at least two ancient civilizations, focusing on the various advancements of each, and providing multiple examples for each. Then, the student will use the findings to compare and contrast the advancements. Citing evidence, the student will explain the legacy of each civilization.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Architectural and engineering examples: Ziggurats, Great Pyramids at Giza, the Hanging Gardens of Babylon, planned cities such as Mohenjo-Daro, etc.
- Technological advances such as wheels, boats, transportation, architecture
- Establishment of laws, governments, religions
- Calendars, time, dates, counting systems, alphabets, languages
- Paintings, sculptures, stories, etc.

Sample Stems

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Grades 6-8 World History

World History	6-8.WH.3.PC.A
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations.

Expectation Unwrapped

The student will define the terms *art*, *mythology*, *literature*, *philosophy*, *culture*, and *social order*. The student will investigate at least two classical civilizations and identify examples of art, mythology, literature, and philosophy of each. The student will also describe the culture and social order of the civilizations. Finally, the student will draw conclusions about the role of art, mythology, literature, and philosophy within the context of culture and social order.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, determining how the following shaped the culture of a society:

- Writings and philosophies of Socrates, Aristotle, and other ancient philosophers
- Mythology of Greece and Rome
- Art, architecture, literature, pottery
- Homer, *The Iliad*, *The Odyssey*, etc.

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.PC.B
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.

Expectation Unwrapped

The student will define the terms *scientific advancements*, *technological advancements*, *intellectual advancements*, *artistic advancements*, and *legacy*. The student will select and investigate at least two classical civilizations, focusing on the various advancements of each and providing multiple examples for each. Then, the student will use the findings to compare and contrast the advancements. Citing evidence, the student will explain the legacy of each civilization.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Architecture/engineering: Parthenon, the Colosseum, aqueducts, statue of Zeus at Olympia, Greece, Temple of Artemis at Ephesus, Pantheon, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse at Alexandria, etc.
- Art: statues, paintings, textiles
- Philosophers: Socrates, Aristotle, etc.
- Writings: Homer
- Mythologies, stories, and legends

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.PC.C
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	Analyze the extent and impact of cultural diffusion that results from empire building.

Expectation Unwrapped

The student will define and describe the term *cultural diffusion*. The student will investigate at least one classical-period empire and the ways in which the empire was built. The student will also use the findings to draw conclusions about the role of cultural diffusion within the empire while it was being built.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Empires: Alexander the Great, Roman Empire, Chinese dynasties, etc.
- Spread of democratic, representative, and other government systems
- Spread of religions
- Spread of stories and other legends
- Social structures
- Games
- Art
- Architecture

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.3.PC.D
Theme	**Classical Civilizations** **The study of classical civilizations focuses on how systems of government and philosophy impact the development and interactions of societies. The emphasis is on Greece, Rome, and China which laid the foundation for future cultural, scientific, and technological advancements. Trade patterns became powerful agents of cultural diffusion within, and among, societies. Students will understand the role of individuals within family units, within social structures, and within religious institutions. Further, students will understand the role of individuals within governments, the emergence of new governmental systems, and their influence on today's society.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.

Expectation Unwrapped

The student will investigate the history of Christianity. Research will focus on its founding (Jesus, believers), structure (early Catholic Church and later Protestant churches), spread (conversion and growth), and core beliefs (Jesus as Savior, believers from all walks of life, etc.). The student will describe the relationship between the development of Christianity and the core beliefs.

DOK Ceiling

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Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- The evolution of Christianity into "The Church"
- Roman reactions to Christianity
- Spread of Christianity outside Roman Empire: syncretism
- Origins in Judaism

Sample Stems

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Grades 6-8 World History

World History	6-8.WH.4.PC.A
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.

Expectation Unwrapped

The student will define the terms *scientific advancements*, *technological advancements*, *intellectual advancements*, *artistic advancements*, and *legacy*. The student will select and investigate the Middle Age societies of Europe, Africa, and Mesoamerica. The student will use the findings to identify the various advancements of each and will provide multiple examples for each. Then, the student will use the findings to compare and contrast the advancements. Citing evidence, the student will explain the legacy of societies in Europe, Africa, and Mesoamerica.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- African folktales, legends and stories
- Music
- Mayan calendar and counting systems
- Religions (polytheism, Christianity, Islam, etc.)
- Government systems
- Art
- Architecture
- Transportation, trade, navigation, exploration
- Literature

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.PC.B
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.

Expectation Unwrapped

The student will investigate the history of Islam. Research will focus on its founding (Muhammad, believers), structure (God, prophets, messengers, etc.), spread (conversion and growth, Crusades), and core beliefs (Five Pillars, Qur'an, etc.). The student will describe the relationship between the development of Islam and the core beliefs.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limit to:

- The Qur'an
- Spread of Islam
- Reaction to Islam
- The Five Pillars of Islam
- The Crusades

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.PC.C
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.

Expectation Unwrapped

The student will define the terms *social groups* and *institutions*. The student will examine specific examples of individuals, social groups, and institutions of various regions during the Middle Ages. Within this historical context, the student will explain how the worldview of individuals, social groups, and institutions were affected by various regional interactions.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to:

- Spread of belief systems
- Crusades
- Trade
- Conquering other nations
- Expansion of technology

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Sample Stems

Grades 6-8 World History

World History	6-8.WH.4.PC.D
Theme	**Middle Ages** **The study of the post classical period focuses on an interconnected exchange among regions. The emphasis is on the fragmentation of societies resulting from the collapse of empires in Europe, Asia, Africa and the Americas. New governmental, social, and religious institutions developed during this period. Empires established in both hemispheres expanded through trade and military conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.**
Strand	**People, Groups, and Cultures** **(World History prior to c. 1450)**
MLS	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

Expectation Unwrapped

The student will define and describe the terms *class*, *ethnicity*, *race*, and *gender*. The student will investigate various groups during the Middle Ages and identify characteristics related to the roles of class, ethnicity, race, gender, and age during this time. Using these characteristics, the student will draw conclusions about the causes and effects of the changing roles.

DOK Ceiling

3

Item Format

Selected Response
Constructed Response
Technology Enhanced

Content Limits/Assessment Boundaries

Content may include, but is not limited to, tracing the evolution of:

- Class: social structures, feudalism, "The Church"
- Ethnicity and race: trade expansion increased awareness of other ethnicities
- Men, women, and children: roles and status (e.g., Women's roles in Africa before and after European colonization)
- Age: As people lived longer in society, the roles changed (e.g., worked longer, multiple generations, etc.)

Assessment boundary: Focus on the Middle Ages.

Sample Stems

Stimulus Materials

Primary and/or secondary sources in print and/or electronic format, such as music/art/writings, artifacts, maps, timelines, historical documents, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories