

# CW Middle School World History

Grade level. Course. Theme. Strand. Expectation

**Theme 1- 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

**Theme 2- Early Civilizations: Geography’s Impact on History** - The study of Ancient Civilizations focuses on how agrarian societies developed into civilizations. The emphasis is on the four great river valley civilizations of Mesopotamia, Egypt, the Indus River Valley (Harappa) and China. Students will understand how the geographic commonalities of these regions led to the development of civilizations, the traits of a civilization, and the economic, political, and religious features of each culture. The legacies of these civilizations can be used to help us understand these regions today.

**Theme 3- Classical Civilizations: Foundations of Representative Government** - 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 in government, the emergence of new governmental systems, and their influence on today’s society.

**Theme 4: 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 the Roman Empire. 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.

**Strands:** 1. History: Continuity and Change, 2. Government Systems and Principles, 3. Geographical Study, 4. Economic Concepts, 5. People, Groups and Cultures.

<b>MS World History: Strand 1:Continuity and Change</b>			
<b>Theme 1: Tools of Social Science Inquiry</b>			
Code	Adopted Standards	Code	Current MLS
<b>Disciplinary Tools 6-8.WH.1.CC.A</b>	A. Create and use tools to analyze a chronological sequence of related events that happen at the same time.	EGS.5.F.6	Compare regions and predict how human life in one region in the world would differ from that in another.
		EGS5.F.7	Explain how regions of the world relate to one another and change over time
		TSSI 7.A.5	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters
		TSSI 7.A.5	Use technological tools for research and presentation
<b>Disciplinary Tools 6-8.WH.1.CC.B</b>	B. Explain connections among historical context and peoples’ perspectives at the time.	WH.3b.D.6	Investigate Feudal Japan, including: a. rise of war lords b. art
<b>Disciplinary Tools 6-8.WH.1.CC.C</b>	C. 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.		
<b>Disciplinary Tools 6-8.WH.1.CC.D</b>	D. Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.		

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<b>Disciplinary Tools</b> <b>6-8.WH.1.CC.E</b>	E. 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.		
<b>Theme 2: Early Civilizations: Geography's Impact on History</b>			
<b>Key concepts and Understandings</b> <b>6-8.WH.2.CC.A</b>	A. Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies Asia, Africa, and the Americas	WH.3b.A.6	Examine river civilizations including: a. Ancient Egypt in North Africa (pyramids and mathematics) b. India (religions and culture) c. Mesopotamia (beginnings of civilization) China (technological advances)
<b>Key concepts and Understandings</b> <b>6-8.WH.2.CC.B</b>	B. Analyze the role early civilizations had in shaping concepts of government, law, and social order.		
<b>Theme 3: Classical Civilizations: Foundations of Representative Government</b>			
<b>Key concepts and Understandings</b> <b>6-8.WH.3.CC.A</b>	A. Analyze the rise and fall of classical civilizations to determine their significance to future societies.	WH.3a.A.8  WH.3b.B.6	Analyze the viability and diversity of Native American cultures before Europeans came.  Distinguish between Greek civilization and the Roman Empire regarding: a. origins of democracy b. rule of law governmental structures
<b>Key concepts and Understandings</b> <b>6-8.WH.3.CC.B</b>	B. Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.	WH.3b.E.6	Examine and compare the Mayan, Aztec and Incan cultures
<b>Theme 4: Middle Ages- Regional Interconnectedness and Conflict</b>			
<b>Key concepts and Understandings</b> <b>6-8.WH.4.CC.A</b>	A. Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.	WH.3b.C.6	Investigate Europe in the Middle Ages, including: a. rise of kingdoms b. feudalism the Crusades
<b>Key concepts and Understandings</b> <b>6-8.WH.4.CC.B</b>	B. Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.	RIG.6.F.7	Analyze how cultural traditions, human actions and institutions affect people's behavior
<b>Key concepts and Understandings</b> <b>6-8.WH.4.CC.C</b>	C. Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.	WH.3b.C.6	Investigate Europe in the Middle Ages, including: c. rise of kingdoms d. feudalism the Crusades
<b>Key concepts and Understandings</b> <b>6-8.WH.4.CC.D</b>	D. Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.	WH.3b.F.6	Investigate African Empires, including: a. agriculture, arts, gold production and the trans-Saharan caravan trade b. spread of Islam into Africa

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MS World History: Strand 2: Government Systems and Principals			
Theme 1: Tools of Social Science Inquiry			
Code	Adopted Standards	Code	Current MLS
<b>Disciplinary Tools</b> 6-8.WH.1.GS.A	A. Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.	PR 1.2.C.8	Explain how laws are made, interpreted and enforced Give examples of how local, state and national governments impact people's lives
Theme 2: Early Civilizations: Geography's Impact on History			
<b>Key concepts and Understandings</b> 6-8.WH.2.GS.A	A. Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.	PR 1.2.C.8	Explain how leaders are selected
<b>Key concepts and Understandings</b> 6-8.WH.2.GS.B	B. Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, and city- states and empires.	PR 1.2.C.8	Explain how power is distributed among individuals and branches of government
<b>Key concepts and Understandings</b> 6-8.WH.2.GS.C	C. Explain how the codification of law impacted early civilizations.	RIG.6.G.7	Identify how laws and events affect members of groups and relationships among groups
Theme 3: Classical Civilizations: Foundations of Representative Government			
<b>Key concepts and Understandings</b> 6-8.WH.3.GS.A	A. Explain the origins, functions, and structure of governmental systems within classical civilizations such as monarchies, theocracies, oligarchies, tyrannies, city states, republics, democracies, and dynasties	PR1.2.C.8	Explain how leaders are selected
<b>Key concepts and Understandings</b> 6-8.WH.3.GS.B	B. Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.	PR1.2.C.8	Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)
<b>Key concepts and Understandings</b> 6-8.WH.3.GS.C	C. Explain how the rule of law developed from a written code of laws as well as separation of powers and checks and balances.	PR1.2.C.8	Explain how laws are made, interpreted and enforced
Theme 4: Middle Ages- Regional Interconnectedness and Conflict			
<b>Key concepts and Understandings</b> 6-8.WH.4.GS.A	A. Explain the origins, functions, and structure of governmental systems within civilizations.	RIG.6.G.8	Describe how laws and events affect members of groups and relationships among groups

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<b>Key concepts and Understandings</b> <b>6-8.WH.4.GS.B</b>	B. Explain how the rule of law is further developed by the Magna Carta and other documents and traditions including limited government and due process.	PR.1.A.1 PR.1.B.2  PR.1.B.3  PR.1.B.4	Explain how laws and rules are made and changed to promote the common good Explain the rights of citizens  Discuss and apply the responsibilities of citizens including respect for the rights of others and treating others fairly Identify rights included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government
<b>Key concepts and Understandings</b> <b>6-8.WH.4.GS.C</b>	C. Analyze the conflict and cooperation between religions and the state to determine their impact on people and societies.	RIG.6.D.6	Evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in other cultures

### MS World History: Strand 3: Geographical Study

#### Theme 1: Tools of Social Science Inquiry

Code	Adopted Standards	Code	Current MLS
<b>Disciplinary Tools</b> <b>6-8.WH.1.G.A</b>	A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to 1450.	EGS.5.A.8  EGS.5.A.8	Use and evaluate geographic research sources to process and report information to solve problems and make predictions Construct maps
<b>Disciplinary Tools</b> <b>6-8.WH.1.G.B</b>	B. Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.		
<b>Disciplinary Tools</b> <b>6-8.WH.1.G.C</b>	C. Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.		

#### Theme 2: - Early Civilizations: Geography's Impact on History

<b>Key concepts and Understandings</b> <b>6-8.WH.2.G.A</b>	A. Describe how the physical characteristics of river valleys supported permanent settlement and the rise of early civilizations	EGS.5.B.7	Locate major cities and nations of the world in historical context
<b>Key concepts and Understandings</b> <b>6-8.WH.2.G.B</b>	B. Analyze the cultural and human characteristics of early civilizations to determine how they are similar and different.	EGS.5.B.7	Locate the world's continents, oceans and major topographic features as civilizations spread
<b>Key concepts and Understandings</b> <b>6-8.WH.2.G.C</b>	C. Explain how the physical and human characteristics of early civilizations are connected to human identities and cultures.	EGS.5.C.8	Analyze human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system

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<b>Theme 3: Classical Civilizations: Foundations of Representative Government</b>			
<b>Key concepts and Understandings 6-8.WH.3.G.A</b>	A. Explain the significance of physical geography to the creation of classical civilizations.	EGS.5.C.8	Analyze physical characteristics, such as climate, topography, relationship to water and ecosystems
<b>Key concepts and Understandings 6-8.WH.3.G.B</b>	B. Identify the effect of natural forces upon human activities	EGS.5.C.8	Analyze human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system
<b>Theme 4: Middle Ages- Regional Interconnectedness and Conflict</b>			
<b>Key concepts and Understandings 6-8.WH.4.G.A</b>	A. Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.	EGS.5.E.6	Describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural and capital resources
		EGS.5.E.7	Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers
		EGS.5.E.8	Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas
<b>Key concepts and Understandings 6-8.WH.4.G.B</b>	B. Describe how physical geographic characteristics influenced human identities and cultures.	ESA.5.1.7	Identify and explain the effect of natural forces upon human activities from historical experiences

<b>MS World History: Strand 4 Economic Concepts</b>			
<b>Theme 1: Tools of Social Science Inquiry</b>			
Code	Adopted Standards	Code	Current MLS
<b>Disciplinary Tools 6-8.WH.1.EC.A</b>	A. 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.	ECP.4.B.8	Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy.
<b>Theme 2: Early Civilizations: Geography's Impact on History</b>			
<b>Key concepts and Understandings 6-8.WH.2.EC.A</b>	A. Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialization of labor.	ECP.4.A.8	Apply the following economic concepts: a. business cycle (expansion, recession, depression) b. unemployment c. market economy

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<b>Key concepts and Understandings</b> 6-8.WH.2.EC.B	B. Explain how standardization such as currency, weights and measures impacts the stability of a society.	ECP.4.B.7	Explain the consequences of personal and public economic decisions
<b>Theme 3: Classical Civilizations: Foundations of Representative Government</b>			
<b>Key concepts and Understandings</b> 6-8.WH.3.EC.A	A. Describe trade patterns and how they influenced the movement of resources, goods, and services.	ECP.4.F.8	Interpret the past, explain the present and predict future consequences of economic decisions
<b>Key concepts and Understandings</b> 6-8.WH.3.EC.B	B. Explain how standardization such as currency, weights and measures impacts the stability of a society.	ECP.4.C.8	Identify different forms of taxes, such as tariffs, sales taxes and income taxes, and their purposes
<b>Key concepts and Understandings</b> 6-8.WH.3.EC.C	C. Explain how political and economic stability and security affects the wellbeing of individuals and society.	ECP.4.A.6	Apply the following economic concepts: a. scarcity b. supply and demand c. specialization of regions, nations and individuals (trade) d. trade-offs (opportunity cost) e. income, wealth and sources of wealth
<b>Theme 4: Middle Ages- Regional Interconnectedness and Conflict</b>			
<b>Key concepts and Understandings</b> 6-8.WH.4.EC.A	A. Explain how interregional trade intensified the exchange of goods and ideas such as the trans-Saharan trade, the Silk Roads, and the Indian Ocean networks	WH.3b.F.6	Investigate African Empires, including: b. agriculture, arts, gold production and the trans-Saharan caravan trade b. spread of Islam into Africa

### MS World History: Strand 5 *People, Groups, and Cultures*

#### Theme 1: Tools of Social Science Inquiry

Code	Adopted Standards	Code	Current MLS
<b>Disciplinary Tools</b> 6-8.WH.1.PC.A	A. Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	RIG.6.H.8	Assess how personal and group experiences influence people's perceptions and judgments of events
<b>Disciplinary Tools</b> 6-8.WH.1.PC.A	Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	RIG.6.G.8	Describe how laws and events affect members of groups and relationships among groups

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<b>Theme 2: Early Civilizations: Geography's Impact on History</b>			
<b>Key concepts and Understandings 6-8.WH.2.PC.A</b>	A. Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.	EGS.5.C.8	Analyze human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system
<b>Key concepts and Understandings 6-8.WH.2.PC.B</b>	B. Describe the origins, structure, and significant beliefs of Judaism, Hinduism, and Buddhism.	RIG.6.I.6 RIG.6.I.8	Describe how ideas, concepts and traditions have changed over time  Analyze how ideas, concepts and traditions have changed over time
<b>Key concepts and Understandings 6-8.WH.2.PC.C</b>	C. Describe how the world view of social groups and institutions form culture and define the position of the individual within various societies.	RIG.6.G.8	Describe how laws and events affect members of groups and relationships among groups
<b>Key concepts and Understandings 6-8.WH.2.PC.D</b>	D. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.	EGS.5.E.8	Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas
<b>Theme 3: Classical Civilizations: Foundations of Representative Government</b>			
<b>Key concepts and Understandings 6-8.WH.3.PC.A</b>	A. Explain the significance of mythology and literature and philosophy to the culture and social order of classical civilizations.	EGS.5.C.8	Analyze <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system
<b>Key concepts and Understandings 6-8.WH.3.PC.B</b>	B. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.	EGS.5.E.8	Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas
<b>Key concepts and Understandings 6-8.WH.3.PC.C</b>	C. Examine the extent and impact of cultural diffusion that results from empire building (e.g. spread of Hellenism, Roman and Chinese dynasties).	RIG.6.I.6 RIG.6.I.8	Describe how ideas, concepts and traditions have changed over time  Analyze how ideas, concepts, and traditions have changed over time (e.g., women's role in society)
<b>Key concepts and Understandings 6-8.WH.3.PC.D</b>	D. From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.	RIG.6.D.7  RIG.6.E.8	Analyze how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations  Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group

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<b>Theme 4: Middle Ages- Regional Interconnectedness and Conflict</b>			
<b>Key concepts and Understandings</b> 6-8.WH.4.PC.A	A. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.	WH.3a.F8	Analyze the viability and diversity of Native American cultures before Europeans came
<b>Key concepts and Understandings</b> 6-8.WH.4.PC.B	B. From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.	WH.3b.F.6	Investigate African Empires, including: c. agriculture, arts, gold production and the trans-Saharan caravan trade b. spread of Islam into Africa
<b>Key concepts and Understandings</b> 6-8.WH.4.PC.C	C. Describe how the world view of individuals, social groups, and institutions changed as a result of connections among regions.	RIG.6.A.3	Compare how people's needs have been met in different ways in different cultures at various times
<b>Key concepts and Understandings</b> 6-8.WH.4.PC.D	D. Analyze the causes and effects of the-changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.		