

The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

Social Studies standards integrate four dimensions of study throughout the curriculum: **Information Processing Skills (IPs)**, **Map and Globe Skills (MGSs)**, **Disciplinary Domains (DDs)**, and the **Reading Standards for Literacy in History/Social Studies (RHSS)** and the **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)**. These four dimensions provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and K-12 Connecting Themes and Enduring Understandings. Together, they show how social studies standards engage *students* in obtaining, evaluating, and communicating information.

Information Processing Skills	Map and Globe Skills	Disciplinary Domains	Reading and Writing Standards
IPS. 1: Compare similarities and differences (A)	MGS.1: Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (A)	Historical Understandings (H)	Reading Standards: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
IPS. 2: Organize items chronologically (A)	MGS.2: Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest). (A)		
IPS.3: Identify issues and/or problems and alternative solutions (A)	MGS.3: Use a letter/number grid system to determine location. (A)		
IPS.4: Distinguish between facts and opinion. (A)	MGS.4: Compare and contrast the categories of natural, cultural, and political features on a map. (A)	Geographic Understandings (G)	
IPS.5: Identify main idea, detail, sequence of events, and cause and effect in a social studies context. (A)	MGS.5: Use graphic scales to determine distances on a map. (A)		
IPS.6: Identify and use primary and secondary sources. (A)	MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. (A)		
IPS.7: Interpret timelines, charts, and tables. (A)	MGS.7: Use a map to explain the impact of geography on historical and current events. (A)	Government/Civic Understandings (CG)	Writing Standards: <ul style="list-style-type: none"> • Text Types and Purposes

IPS.8: Identify social studies reference resources to use for a specific purpose. (A)	MGS.8: Draw conclusions and make generalizations based on information from maps. (A)	Economic Understandings (E)	<ul style="list-style-type: none"> • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing
IPS.9: Construct charts and tables. (A)	MGS.9: Use latitude and longitude to determine location. (D)		
IPS.10: Analyze artifacts. (A)	MGS.10: Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities. (A)		
IPS.11: Draw conclusions and make generalizations. (A)	MGS.11: Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations. (A)		
IPS.12: Analyze graphs and diagrams. (A)	MGS.12: Use geographic technology and software to determine changes, identify trends, and generalize about human activities. (I)		
IPS.13: Translate dates into centuries, eras, or ages. (A)			
IPS.14: Formulate appropriate research questions. (A)			
IPS.15: Determine adequacy and/or relevancy of information. (A)			
IPS.16: Check for consistency of information. (A)			
IPS.17: Interpret political cartoons. (A)			

The goal of the **Information Processing Skills (IPS)** is for a student to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions. Students are working to master these skills over multiple grade levels. **Map and Globe Skills (MGS)** are the expected skills that a student should successfully use to retrieve social studies information from maps. The expected level of mastery for IPS and MGS are indicated by one of the following letters in parentheses: Introduced (I), Developing (D), Mastery (M), and Application (A). **Disciplinary Domains** are the four areas of fundamental concepts that students need to understand to develop a deep knowledge of social studies. The **Reading Standards for Literacy in History/Social Studies (RHSS)** and the **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)** emphasize the importance of content literacy in the social studies classroom.

Semester 1 (August – December)

Unit 1 – Ancient Civilizations (2 weeks)

WH1: Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.

WH1.a: Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.

WH1.b: Describe the societies of India and China, include: religion, culture, economics, politics, and technology.

WH2: Identify the major achievements of Chinese and Indian societies to 500 CE/AD.

WH2.a: Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires.

WH2.b: Describe the development of Chinese civilization under Zhou, Qin, and Han.

WH1.c: Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.

WH2.c: Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China.

WH2.d: Explain how geography contributed to the movement of people and ideas, include: Silk Roads and Indian Ocean Trade.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.10: Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize human activities.

MGS.11: Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations.

RHSS2: Determine the central ideas or information of a primary text or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Unit 2 – Classical Mediterranean Societies (3 weeks)

WH3: Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.

WH3.c Analyze the impact of Greek and Roman culture, politics, and technology.

WH3.f Analyze the factors that led to the collapse of the Western Roman Empire.

WH4: Analyze impact of the Byzantine and Mongol empires.

WH4.b: Analyze the impact Byzantium had on Kiev, Moscow, and the Russian Empire.

WH4.e: Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.

WH3.a: Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.

WH3.b: Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.

WH3.d: Describe polytheism in the Greek and Roman world.

WH3.e: Explain the origins and diffusion of Christianity in the Roman world.

WH4.a: Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora.

WH4.c: Explain the Great Schism (East-West Schism) of 1054 CE/AD.

WH4.d: Explain the decline of Byzantium and the impact of the fall of Constantinople in 1453 CS/AD.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8 Draw conclusions and make generalizations based on information from maps.

RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Unit 3A – Abrahamic Religions (1 week)

WH5: Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.

WH5.a: Analyze the origins of Islam and the growth of the Islamic Empire.

WH5.e Analyze the relationship between Judaism, Christianity, and Islam.

WH5.b: Understand the reasons for the split between Sunni and Shi'a Muslims.

WH5.c: Assess the economic impact of Muslim trade routes to India, China, Europe and Africa.

WH5.d: Identify the contributions of Islamic scholars in science, math, and geography.

WH1.c: Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.

WH3.e: Explain the origins and diffusion of Christianity in the Roman world.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.10: Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize human activities.

RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Unit 3B – African Kingdoms (1 week)

WH6: Describe the diverse characteristics of early African societies before 1500 CE/AD.

WH6.a: Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.

WH6.b: Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.

- WH6.c:** Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.
- WH1.d:** Identify the Bantu migration patterns and contribution to settled agriculture.
- MGS.7:** Use a map to explain the impact of geography on historical and current events.
- MGS.10:** Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize human activities.
- MGS.11:** Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations.
- RHSS2:** Determine the central ideas or information of a primary text or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RHSS4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 4A – Middle Ages (2 weeks)

WH7: Analyze European medieval society with regard to culture, politics, society, and economics.

- WH7.a:** Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.
- WH7.b** Explain the political impact of Christianity and the role of the church in medieval society.
- WH7.c** Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague.
- WH7.d** Describe the causes and impact of the Crusades on the Islamic World and Europe.
- MGS.7:** Use a map to explain the impact of geography on historical and current events.
- RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RHSS3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Unit 4B – Renaissance & Reformation (2 weeks)

WH9: Analyze change and continuity in the Renaissance and Reformation.

WH9.b: Identify artistic and scientific achievements of the Renaissance.

WH9.e: Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.

WH9.a: Explain the social, economic, and political changes that contributed to the rise of Florence.

WH9.c: Explain the main characteristics of humanism.

WH9.d: Explain the importance of Gutenberg and the invention of the printing press.

WH9.f: Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.

WH9.g: Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Unit 5A – Meso-American Civilizations (1 week)

WH8: Describe the diverse characteristics of societies in Central and South America.

WH8.b: Compare and contrast the Mayan, Aztec, and Inca societies, include: religion, culture, economics, politics, and technology.

WH8.a: Explain the rise and fall of the Mayan, Aztec, and Inca Empires.

- WH1.e:** Explain the rise of the Olmecs.
 - MGS.7:** Use a map to explain the impact of geography on historical and current events.
 - RHSS2:** Determine the central ideas or information of a primary text or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 - WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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Unit 5B – Exploration (1 week)

WH10: Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.

WH10.b: Analyze the global, economic, and cultural impact of the Columbian Exchange.

- WH10.a:** Explain the roles of explorers and conquistadors.
- WH10.c:** Explain the role of improved technology in exploration.
- WH10.d:** Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.
- MGS.7:** Use a map to explain the impact of geography on historical and current events.
- MGS.8:** Draw conclusions and make generalizations based on information from maps.
- RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RHSS4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- WHST1:** Write arguments focused on *discipline-specific content*.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Semester 2 (January - May)

Unit 6 – Asian Empires 14th – 19th Centuries (2 weeks)

WH11: Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.

WH12: Describe the development and contributions of the Ottoman, Safavid, and Mughal empires.

WH11.a: Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.

WH11.b: Describe the impact of the Qing and Ming Dynasty policies on the social structure of China.

WH12.a: Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires.

WH12.b: Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.10: Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize human activities.

RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 7 – Age of Enlightenment & Revolution (2.5 weeks)

WH13: Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.

WH14: Analyze the Age of Revolutions.

WH14.b: Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

WH13.a: Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.

WH13.b: Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.

- WH14.a:** Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.
 - WH14.c:** Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.
 - MGS.7:** Use a map to explain the impact of geography on historical and current events.
 - RHSS3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
 - WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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Unit 8 – Industrialization & Imperialism (3 weeks)

WH15: Describe the impact of industrialization and urbanization.

WH15.a: Analyze the process and impact of industrialization in Great Britain, Germany, and Japan

WH16: Analyze the rise of nationalism and worldwide imperialism.

WH16.a: Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration

WH16.b: Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.

WH15.b: Examine the political and economic ideas of Adam Smith and Karl Marx

WH15.c: Examine the social impact of urbanization, include: women and children.

WH16.c: Examine anti-imperial resistance, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8: Draw conclusions and make generalizations based on information from maps.

RHSS2: Determine the central ideas or information of a primary text or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Unit 9 – World War I & Russian Revolution (3.5 weeks)

WH17: Demonstrate an understanding of long-term causes of World War I and its global impact.

- WH17.a:** Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism.
- WH17.b:** Describe conditions on the war front for soldiers, include: new technology and war tactics.
- WH17.c:** Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control.
- WH17.d:** Analyze the destabilization of Europe in the collapse of the great empires.
- WH18.a:** Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
- RHSS2:** Determine the central ideas or information of a primary text or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RHSS3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 10 – World War II (3.5 weeks)

WH19: Demonstrate an understanding of the global political, economic, and social impact of World War II.

- WH18.b:** Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
- WH18.c:** Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments.
- WH18.d:** Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the Treaty of Versailles.
- WH19.a:** Describe the major conflicts and outcomes, include: North African, Pacific, and European theatres.

- WH19.b:** Identify Nazi ideology and policies that led to the Holocaust and its consequences.
- WH19.c:** Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States.
- MGS.7:** Use a map to explain the impact of geography on historical and current events.
- RHSS4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- WHST2:** Write informative/explanatory texts, including the narration of historical events.

Unit 11 – Post World War II Era (2 weeks)

WH20: Demonstrate an understanding of the global, social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

WH21: Examine change and continuity in the world since the 1960s.

WH22: Analyze globalization in the contemporary world.

- WH19.d:** Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur’s plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.
- WH20.a:** Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.
- WH20.b:** Describe the formation of the state of Israel and the Arab-Israeli Conflict
- WH20.c:** Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.
- WH20.d:** Analyze opposition movements to existing political systems, include: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.
- WH21.a:** Identify ethnic conflicts and new nationalisms, include: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.
- WH21.b:** Describe the reforms of Khrushchev and Gorbachev and the breakup of the Soviet Union in 1991 that produced independent countries.
- WH21.c:** Analyze terrorism as a form of warfare in the contemporary world.

- WH21.d:** Examine the rise of women as major world leaders, include: Golda Meir, Indira Gandhi, and Margaret Thatcher.
- WH22.a:** Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.
- WH22.b:** Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.
- WH22.c:** Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.
- MGS.8:** Draw conclusions and make generalizations based on information from maps.
- MGS.10:** Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize human activities.
- RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RHSS2:** Determine the central ideas or information of a primary text or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- WHST1:** Write arguments focused on *discipline-specific content*.
- WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.