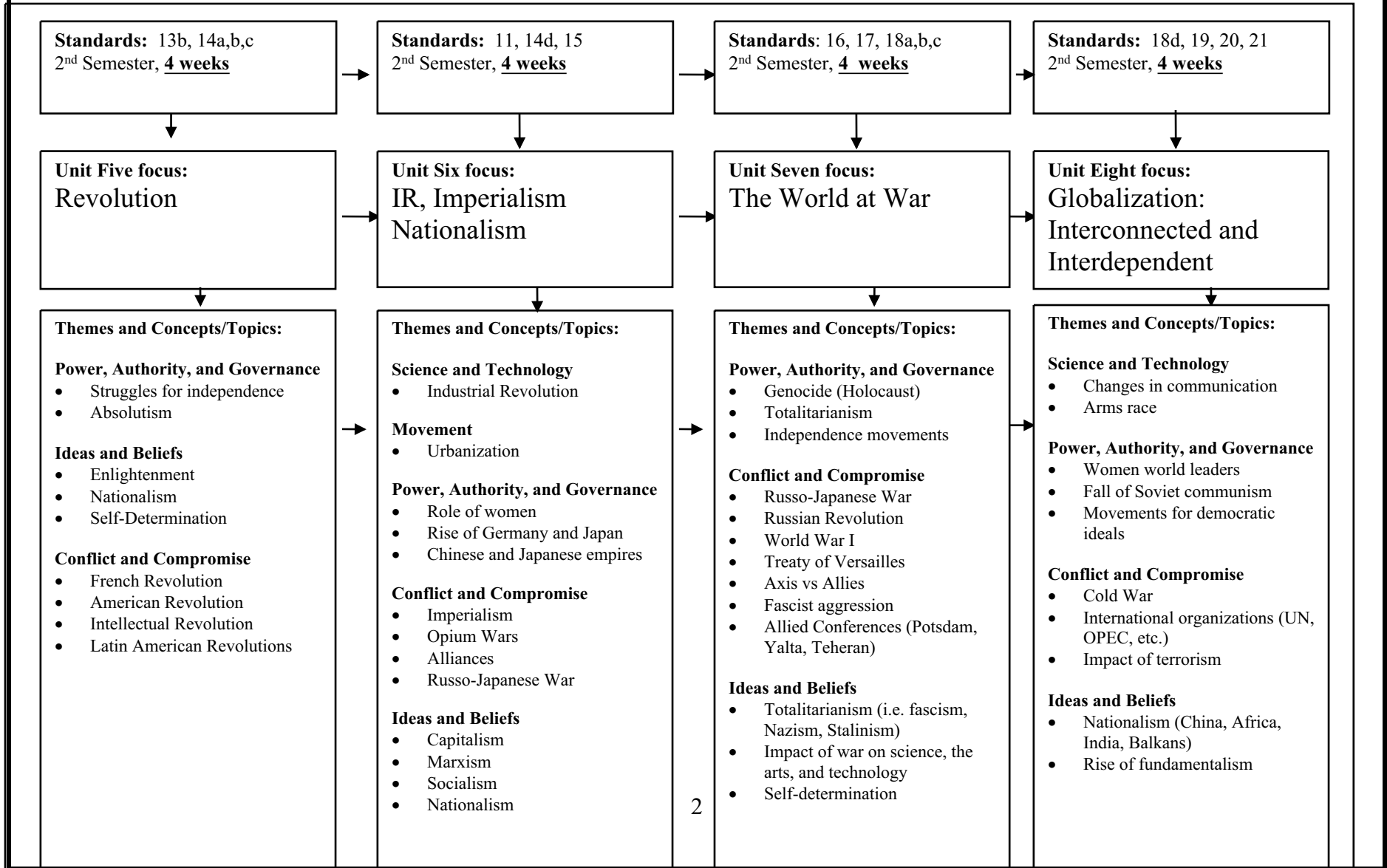


# **Social Studies Curriculum Guide**

## **WORLD HISTORY**

# Grade/Course: World History, Grades 9-12



**World History**  
**Unit 1: Rise of Civilizations in Asia, Africa, and Europe**

**Elaborated Unit Focus:** This unit centers on the rise of civilizations in Asia, Africa, and Europe. The origins and spread of world religions, social organization, and commercial interactions of ancient world civilizations will be analyzed. The complex interactions that developed between the Middle East, Asia and Europe will be examined. In addition the cultural legacy of the Greco-Roman world, including systems of government and the impact of Roman law, will be examined.

**GPS Standards:**

**SSWH1 The student will analyze the origins, structures and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE.**

- a. Describe the development of Mesopotamian societies including the religious, cultural, economic, and political facets of society, including Hammurabi's law code.
- b. Describe the relationship of religion and political authority in Ancient Egypt.
- c. Explain the development of monotheism, including the concepts developed by the ancient Hebrews and Zoroastrianism.
- d. Describe early trading networks in the Eastern Mediterranean; include the impact of Phoenicians had on the Mediterranean World.
- e. Explain the development and importance of writing including, cuneiform, hieroglyphics, and the Phoenician alphabet.

**SSWH2 The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE.**

- a. Describe the development of Indian civilization, including the rise and fall of the Maurya Empire, "Golden Age" under Gupta, and the emperor Ashoka.
- b. Explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism.
- c. Describe the development of Chinese civilization under the Zhou and Qin.
- d. Explain the impact of Confucianism on Chinese culture, including the examination system, the Mandate of Heaven, the status of peasants, the status of merchants, and the patriarchal family and diffusion to Southeast Asia, Japan and Korea.
- e. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas.

**SSWH3 The student will examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.**

- a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.
- b. Identify the ideas and impact of important individuals, including Socrates, Plato, and Aristotle and describe the diffusion of Greek culture by Aristotle's pupil Alexander the Great and the impact of Julius and Augustus Caesar.
- c. Analyze the contributions of Hellenistic and Roman culture including law, gender and science.
- d. Describe polytheism in the Greek and Roman world and the origins and diffusion of Christianity in the Roman world.
- e. Analyze the factors that led to the collapse of the Western Roman Empire.

**Unit 1**  
**Enduring Understandings and Unit Essential Questions**

**Although civilizations share common elements, differences develop.**

- How do the institutions of religion, government, and the economy shape the development of civilizations? (SSWH1a,b; SSWH2a,b,c,d)
- How did the role of religion in society change with the rise of the major world religions and ethical systems of Hinduism, Judaism, Confucianism, Buddhism, and Christianity? (SSWH1c; SSWH2b,d; SSWH3d)

**The movement of people and ideas through trade results in cultural diffusion.**

- How did writing influence the ancient civilizations? (SSWH1d)
- How did ancient civilizations interact with each other? (SSWH1a,d; SSWH2b,d; SSWH3a)
- How did cultural diffusion across time and geography create the golden or classical ages in the Mediterranean World, China and India? (SSWH1d,e)

**Power, authority and governance evolve through the rise and fall of empires and nations.**

- How did imperial structures affect the societies of Rome, the Gupta Empire and the Han China? (SSWH 2a,c,d; SSWH3a)
- How did the rule of law evolve throughout the rise and fall of ancient empires? (SSWH1a; SSWH2a,c,d; SSWH3a)
- How is the treatment of conquered people and peasants related to the progression of governmental institutions? (SSWH1a; SSWH2a,c,d; SSWH3b,c,e)
- Why did the ancient civilizations fall? (SSWH2a,c; SSWH3b,e)

**Institutions and civilizations of the past continue to impact our world.**

- How did the Greek culture develop? (SSWH1a,d,e; SSWH3a,b,d)
- How did the Greeks and Romans influence the modern world?(SSWH3)
- Why was Athens a democracy and Rome a republic? (SSWH3a)
- How did the Roman Empire enable the rapid diffusion of Christianity? (SSWH3d)

**Individuals impact human history.**

- How did the ancient philosophers influence the development of the modern world? (SSWH1a,c; SSWH2; SSWH3b,d)
- Why were philosophers important to the development of the ancient and modern worlds? (SSWH1a,c; SSWH2; SSWH3a,b,d)

## World History

### Unit 2: New Empires Emerge

**Elaborated Unit Focus:** This unit focuses on the transition of world cultures as the classical empires were replaced by the nomadic empires emerging from the steppes of Asia and the deserts of Arabia. The origins of Islam and its expansion will be traced.

#### GPS Standards:

**SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.**

- a. Analyze the importance of Justinian; include the influence of the Empress Theodora, Justinian's Code, and Justinian's efforts to recapture the west.
- b. Describe the relationship between the Roman and Byzantine Empires; include the impact Byzantium had on Moscow and the Russian Empire, the effect of Byzantine culture on Tsar Ivan III and Kiev, and the rise of Constantinople as a center for law, religion, and the arts.
- c. Explain the Great Schism of 1054.
- d. Analyze the spread of the Mongol Empire; include the role of Chinggis (Genghis) Khan in developing the empire, the impact of the Mongols on Russia, China, and the West, the development of trade, and European observations through the writings of Marco Polo.
- e. Explain the Ottoman Empire's role in the decline of Byzantium and the capture of Constantinople in 1453 CE.

**SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.**

- a. Explain the origins of Islam and the growth of the Islamic Empire.
- b. Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade.
- c. Explain the reasons for the split between Sunni and Shia Muslims.
- d. Identify the contributions of Islamic scholars in medicine (Ibn Sina), and geography (Ibn Battuta).
- e. Describe the impact of the Crusades on both the Islamic World and Europe.
- f. Analyze the relationship between Judaism, Christianity, and Islam.

**SSWH12 The student will examine the origins and contributions of the Ottoman, Safavid, and Mughal empires.**

- a. Describe the geographical extent of the Ottoman Empire during the rule of Suleyman the Magnificent, the Safavid Empire during the reign of Shah Abbas I, and the Mughal Empire during the reigns of Babur and Akbar.
- b. Explain the ways in which these Muslim empires influenced religion, law and the arts in their parts of the world.

**Unit 2**  
**Enduring Understandings and Unit Essential Questions**

**The development and spread of the great world religions influence the character of civilizations.**

- How did the rise of Islam influence the Eastern Mediterranean? (SSWH4c,d,f)
- How did Islam develop and spread? (SSWH5a,b)
- Why do the religious conflicts during this age influence us today? (SSWH5f; SSWH4d)
- How successful was the West in its attempts to contain the spread of Islam? (SSWH4c; SSWH5e,g.)
- How did Judaism, Christianity and Islam interact? (SSWH5e,g)

**Societies respond in a variety of ways to invasions.**

- How did the Byzantine Empire, Islamic Empire, and the Mongol Empire unify the world and advance knowledge? (SSWH4b,d,e; SSWH5b,d;
- What are the lasting effects of the Crusades? (SSWH5e,g)

**Civilizations become increasingly interdependent through trade and cultural diffusion.**

- What was the influence of trade on the various empires? (SSWH4d; SSWH4d; SSWH5b)
- How did the Byzantine Empire influence Western ideas of law, art, architecture, and the role of women? (SSWH4b)
- How did the spread of Islam ensure the transmission of ideas? (SSWH5b,d)
- Why did science, mathematics, and the arts thrive in the Muslim Empires? (SSWH5d)

**A variety of governmental systems and political institutions develop over time.**

- How does the Roman Empire compare to the Byzantine Empire? (SSWH4a,b)
- Why was Kiev called the “third Roman empire”? (SSWH4e)

**How did emperors like Suleyman, Abbas I, Babur, and Akbar bring about changes to the governance of their empires? (SSWH12a)**

## World History

### Unit 3: Transition to the Modern World

**Elaborated Unit Focus:** This unit marks the beginning of the early modern world. The changes in European society and politics as Europe evolved from feudal societies into powerful nation-states will be analyzed. In addition, the emerging role of the individual and the rise of reason through the Renaissance and Reformation will be examined.

#### GPS Standards:

**SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics.**

- a. Explain the manorial system and feudalism, including the status of peasants and feudal monarchies and the importance of Charlemagne.
- b. Describe the political impact of Christianity including Pope Gregory VII and King Henry IV (Holy Roman Empire).
- c. Explain the role of the church in medieval society.
- d. Describe how increasing trade led to the growth of towns and cities.

**SSWH9 The student will analyze the change and continuity in the Renaissance and Reformation.**

- a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli.
- b. Identify artistic and scientific achievements of Leonardo da Vinci, “the Renaissance Man,” and Michelangelo.
- c. Explain the main characteristics of humanism including the ideas of Petrarch, Dante and Erasmus.
- d. Analyze the impact of the Protestant Reformation including the ideas of Martin Luther and John Calvin.
- e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.
- f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.
- g. Explain the importance of Gutenberg and the invention of the printing press.

**SSWH13 The student will examine the intellectual, political, social and economic factors which changed the world view of Europeans.**

- a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.

**Unit 3**  
**Enduring Understandings and Unit Essential Questions**

**Societies change over time.**

- What were the political conditions that allowed the Reformation to flourish? (SSWH9c,d,f)
- How successful was the Catholic Church in addressing the criticisms of the Protestant Reformers? (SSWH9e)

**A variety of governmental systems and political institutions develop over time.**

- Why did feudal monarchs face difficulty when trying to rule their subjects? (SSWH7)
- How did power develop under the feudal system? (SSWH7)
- Why did art and culture flourish in Italian society? (SSWH9a)

**Technological, economic and ideological change influences the lives of everyday people.**

- How did the development and expansion of science and technology influence the prosperity of Europe? (SSWH9b,g; SSWH13a)
- Why did science, mathematics, and the arts thrive in the Muslim Empires? (SSWH12b)

**Individuals impact society.**

- How did conflicts between the pope and various monarchs alter Europe? (SSWH7b; SSWH9f)
- How did philosophers, artists, inventors, and scientists alter the world view of the Europeans? (SSWH13a; SSWH9)



## World History

### Unit 4: Worlds Collide

**Elaborated Unit Focus:** The focus of this unit is on the non-western world. It also examines the impact of European exploration, conquest and colonization. The development of societies in Africa and the Americas will be examined. The changes brought about in Sub-Saharan Africa and the Americas by the arrival of Europeans will be analyzed.

#### **GPS Standards:**

#### **SSWH6 The student will describe the diverse characteristics of early African societies before 1800.**

- a. Identify the Bantu migration patterns and contribution to settled agriculture.
- b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai), including the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.
- c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves, including the Swahili trading cities.
- d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.
- e. Analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks.

#### **SSWH8 The student will demonstrate an understanding of the development of societies in Central and South America.**

- a. Explain the rise and fall of the Olmec, Mayan, Aztec, and Inca empires.
- b. Compare the culture of the Americas, including government, economy, religion, and the arts of the Mayans, Aztecs, and Incas.

#### **SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa and Asia.**

- a. Explain the roles of explorers and conquistadors, including Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.
- b. Define the Columbian Exchange and its global economic and cultural impact.
- c. Explain the role of the improved technology in European exploration, include the astrolabe.

**Unit 4**  
**Enduring Understandings and Unit Essential Questions**

**Movement of people and ideas can bring about both conflict and compromise.**

- How did the Bantu migration affect Africa? (SSWH6a)
- Why did the Sudanic kingdoms rise and fall? (SSWH6b,c)
- Why did both Islam and Christianity have such a profound influence on African cultures? (SSWH6b,d)
- How were African religious practices different than those of the Arabs and Europeans? (SSWH6d)

**Regions of the world develop unique government institutions, cultures and religions.**

- How were the cultural institutions, governments, and economies of the Mayans, Incans, and Aztecs similar and different? (SSWH8)
- Why did the empires of the Americas fall? (SSWH8)

**The arrival of explorers to a region has a profound impact on the indigenous people.**

- How were explorers able to explore and establishment new colonies? (SSWH10)
- Why was the Columbian Exchange so profound? (SSWH10b)

## **World History**

### **Unit 5: Revolution**

**Elaborated Unit Focus:** This unit focuses on the rise of liberal thought in response to the absolute monarchies in Europe and Asia. The absolutism of France, Russia, and Japan, and the rise of Constitutional Monarchy in Great Britain will be examined. The causes and results of the liberal revolutions in the United States, France, Haiti, and Latin America will be analyzed.

#### **GPS Standards:**

**SSWH13 The student will examine the intellectual, political, social, and economic factors which changed the world view of Europeans.**

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

**SSWH14 The student will analyze the Age of Revolutions and Rebellions.**

a. Examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu.

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

c. Explain Napoleon's rise to power, the role of geography in his defeat, and the consequences of France's defeat for Europe.

**Unit 5**  
**Enduring Understandings and Unit Essential Questions**

**Political, economic, and social movements change society.**

- How did the ideas of the Scientific Revolution influence the Enlightenment thinkers? (SSWH13a,b)

**Differing views of political and economic theory can result in conflict and change.**

- Why did Louis XIV's absolute monarchy become a model for Peter the Great and Tokugawa Ieyasu? (SSWH14a)
- How were the French and American Revolutions extensions of the English Revolution? (SSWH14b,c)
- How were the Latin American revolutions influenced by the French Revolution? (SSWH14b)
- How did Napoleon Bonaparte affect the goals of the French Revolution? (SSWH14b,c)

**World History**  
**Unit 6: Change and Global Conflict**

**Elaborated Unit Focus:** This unit focuses on the growing competition between world empires. The unit examines how industrialism led to the renewal of imperialism. The unit also discusses how nations engaged in militarism and alliance building in order to protect their national interests.

**GPS Standards:**

**SSWH11 Students will investigate political and social changes in Japan and in China from the seventeenth century CE to mid nineteenth century CE.**

- a. Describe the policies of the Tokugawa and Qing rulers, include how Oda Nobunaga and Kangxi.
- b. Analyze the impact of population growth and its impact on the social structure of Japan and China.

**SSWH14 The student will analyze the Age of Revolutions and Rebellions.**

- d. Examine the interaction of China and Japan with westerners, including the Opium War, the Taiping Rebellion, and Commodore Perry.

**SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism, and the major characteristics of world wide imperialism.**

- a. Analyze the process and impact of industrialization in England, Germany and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its affect on women.
- b. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji.
- c. Describe the reaction to foreign domination, including the Russo-Japanese War and Young Turks, and the Boxer Rebellion.
- d. Describe imperialism in Africa and Asia by comparing British policies in South Africa, French policies in Indochina, and Japanese policies in Asia; include the influence of geography and natural resources.

**Unit 6**  
**Enduring Understandings and Unit Essential Questions**

**Political, economic, and social movements change society.**

- How did the policies of the dynasty and the population growth of the peasant class affect the economic growth of the Qing Dynasty? (SSWH11)
- How did Tokugawa Japan become more democratic? (SSWH11)
- How did the Atlantic Exchange affect the growth of the Chinese economy? (SSWH14d)

**Advances in science and technology influence society and the economy.**

- What was the impact of industrialization on the world? (SSWH15a)
- Why did industrialized nations build empires? (SSWH15c,d,e)

**Philosophy and religion reflect changes in society.**

- Why did the ideas of Karl Marx and Adam Smith have such a powerful effect on economic theory? (SSWH15a)
- How do the governments and societies of Germany under Bismarck and Japan's Meiji period compare? (SSWH15a)
- How were women and minorities able to achieve greater equality in the nineteenth and early twentieth centuries? (SSWH15a)

**World History**  
**Unit 7: The World at War**

**Elaborated Unit Focus: The causes of World War I and its impact on Europe will be analyzed, including the rise of Communism in Russia. The impact of a destabilized Europe that leads to World War II will be analyzed.** The unit will also examine the global, political, economic, and social impact of a world war.

**GPS Standards:**

**SSWH16 The student will demonstrate an understanding of long term causes of World War I and its global impact.**

- a. Identify the causes of the war, including Balkan nationalism, entangling alliances, and militarism.
- b. Describe the conditions on the war front for soldiers, including the Battle of Verdun.
- c. Explain the major decisions made in the Versailles Treaty, including German reparations and the mandate system that replaced Ottoman control.
- d. Analyze the destabilization of Europe in the collapse of the great empires, including the Romanov and Hapsburg dynasties.

**SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.**

- a. Examine the influence of Albert Einstein on science, Sigmund Freud on social thinking and Pablo Picasso on art.
- b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
- c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolph Hitler in Germany, and Hirohito in Japan.
- d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Attaturk, and Mohandas Gandhi.
- e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.
- f. Explain the aggression and conflict leading to World War II in Europe and Asia, including the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudetenland.

**SSWH18 The student will demonstrate an understanding of the global political, economic and social impact of World War II.**

- a. Describe the major conflicts and outcomes, including Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.
- b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.
- c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.

**Unit 7**  
**Enduring Understandings and Unit Essential Questions**

**War changes economies, political institutions, and societies.**

- How was WWI both an outgrowth of the optimism and prosperity and the failure of diplomacy in nineteenth century in Europe? (SSWH16a)
- How did technology affect conditions for soldiers in WWI? (SSWH16b)
- How successful was the Treaty of Versailles at addressing the causes of WWI and providing for peace and prosperity? (SSWH16c)
- How did the societal strife and turmoil between the wars affect art and social thinking? (SSWH17a)
- How did Lenin's and Stalin's plans for the government and economy of the Soviet Union produce a communist revolution? (SSWH17b)

**Totalitarian governments threaten world stability.**

- How did the Treaty of Versailles influence the rise of fascism and desire for territorial expansion of the Axis powers? (SSWH17c)
- Why did Hitler's efforts to consolidate power include the systematic eradication of the Jews? (SSWH17e, SSWH18b)

**Individuals impact society and government.**

- How were individuals able to inspire people to resist imperial nations and work towards independence of their nations? (SSWH17d)

**Both conflict and compromise can result in war.**

- What enabled the Allies to defeat the Axis powers in WW II? (SSWH17e,f, SSWH18)
- How could the Western Allies have protected Eastern Europe from Soviet aggression after the war? (SSWH18c)



## World History

### Unit 8: Globalization: Interconnected and Interdependent

**Elaborated Unit Focus:** This unit focuses on global interdependence and interconnectedness. The unit will also examine the political, economic, and social changes that began with World War II and continued through the Cold War. The role of ethnic and ideological conflicts including the rise of terrorism will be analyzed. How nations have attempted to cooperate within international organizations to prevent global war will also be examined.

#### **GPS Standards:**

**SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.**

d. Explain allied Post-World War II policies, including formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.

**SSWH19 The student will demonstrate an understanding of the global social, economic and political impact of the Cold War and decolonization from 1945 to 1989.**

- a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah).
- b. Describe the formation of the state of Israel and the importance of geography in its development.
- c. Explain the arms race, including development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).
- d. Compare and contrast the reforms of Khrushchev and Gorbachev.
- e. Analyze efforts in the pursuit of freedom, including anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

**SSWH20 The student will examine change and continuity in the world since the 1960s.**

- a. Identify ethnic conflicts and new nationalisms, including pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.
- b. Describe the breakup of the Soviet Union in 1991 that produced independent countries, including Ukraine, Kazakhstan, and the Baltic States.
- c. Analyze terrorism as a form of warfare in the 20th century, including Shining Path, Red Brigade, Hamas, and Al Qaeda and its impact on daily life, including travel, world energy supplies, and financial markets.
- d. Examine the rise of women as major world leaders, including Golda Meir, Indira Gandhi, and Margaret Thatcher.

**SSWH21 The student will analyze globalization in the contemporary world.**

- a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.
- b. Analyze global economic and political connections, include multinational corporations, the United Nations, OPEC, and the World Trade Organization.
- c. Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.

**Unit 8**  
**Enduring Understandings and Essential Questions**

**Competition between superpowers can divide the world.**

- Why was the Soviet Union most responsible for escalating hostilities of the Cold War? (SSWH18d; SSWH19c,d)
- How has the world been affected by the fall of the Soviet Union? (SSWH19d; SSWH20)
- How successful were the newly independent nations of Africa and Asia at establishing and maintaining governments and economies? (SSWH19a,b,e; SSWH20)

**Conflict often erupts over control of resources, land, and people.**

- To what extent have the Western Allies supported democratic and nationalist movements around the world? (SSWH18a; SSWH19a,b,e; SSWH20a,b,c)
- How have disputes over control of resources, land, and people led to international conflicts? (SSWH18, SSWH19, WWSH20, SSWH21)

**Technology impacts the diffusion of ideas and beliefs.**

- How has technology brought about profound change in the post World War II era? (SSWH21)
- How has rapid communication impacted world security? (SSWH21)
- How have political and economic changes connected the world? (SSWH21)

## **World History**

### **Summary of Enduring Understandings**

#### **Unit 1: Rise of Civilizations in Asia, Africa, and Europe**

- Although civilizations share common elements, differences develop.
- The movement of people and ideas through trade results in cultural diffusion.
- Power, authority and governance evolve through the rise and fall of empires and nations.
- Institutions and civilizations of the past continue to impact our world.
- Individuals impact human history.

#### **Unit 2: New Empires Emerge**

- The development and spread of the great world religions influence the character of civilizations.
- Societies respond in a variety of ways to invasions.
- Civilizations become increasingly interdependent through trade and cultural diffusion.
- A variety of governmental systems and political institutions develop over time.

#### **Unit 3: Transition to the Modern World**

- Societies change over time.
- A variety of governmental systems and political institutions develop over time.
- Technological, economic, and ideological change influences the lives of everyday people.
- Individuals impact society.

#### **Unit 4: Worlds Collide**

- Movement of people and ideas can bring about both conflict and compromise.
- Regions of the world develop unique government institutions, cultures, and religions.
- The arrival of explorers to a region has a profound impact on the indigenous people.

#### **Unit 5: Revolution**

- Political, economic, and social movements change society.
- Differing views of political and economic theory can result in conflict and change.

#### **Unit 6: Change and Global Conflict**

- Advances in science and technology influence society and the economy.
- Philosophy and religion reflect changes in society.
- War changes economies, political institutions, and societies.

#### **Unit 7: The World at War**

- War changes society and culture.
- Totalitarian governments threaten world stability.
- Individuals impact society and government.
- Both conflict and compromise can result in war.

#### **Unit 8: Globalization: Interconnected and Interdependent**

- Competition between superpowers can divide the world.
- Conflict often erupts over control of resources, land, and people.
- Technology impacts the diffusion of ideas and beliefs.

# Social Studies Skills Matrices

## MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. 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					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

## INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A