These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

### Skills

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<th>WHI.1</th>
<th>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;</th>
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| c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history; | **Student Edition:**  
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| e) comparing and contrasting historical, cultural, economic, and political perspectives in world history; | **Student Edition:**  
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<td><strong>h)</strong> using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;</td>
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<td><strong>j)</strong> investigating and researching to develop products orally and in writing</td>
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| b) describing characteristics of hunter-gatherer societies, including their use of tools and fire; | **Student Edition:**  
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| c) analyzing how technological and social developments gave rise to sedentary communities; and | **Student Edition:**  
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| d) analyzing how archaeological discoveries are changing current understanding of early societies. | **Student Edition:**  
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| **WHI.3** The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by | **Student Edition:**  
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| a) locating these civilizations in time and place and describing their major geographic features; | **Student Edition:**  
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<p>| b) describing the development of social, political, and economic patterns, including slavery; |</p>
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| c) explaining the development and interactions of religious traditions; | Student Edition: 15-16, 27, 33, 34, 42-43  
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| d) describing the origins, beliefs, traditions, customs, and spread of Judaism; and | Student Edition: 33-34  
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WHI.4 The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

| a) locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy; | Student Edition: 64-67  
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| b) locating India in time and place, including its origins, early development, and the debate over the Aryan migrations; | Student Edition: 38-39, 108-111, 116-121  
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| c) describing the origins, beliefs, traditions, customs, and spread of Hinduism; | Student Edition: 105, 109-111, 118-119  
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Teacher Edition: CR 111, 121; CTS 111, 118; E 108; OTO 108; TS 110; WS 110, 115 |
| d) describing the origins, beliefs, traditions, customs, and spread of Buddhism; | Student Edition: 105, 112-115, 118-119  
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| e) locating China in time and place, including the development of an empire and the construction of the Great Wall; and | Student Edition: 135-137, 138-141  
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| f) describing the impact of Confucianism, Taoism, and Buddhism             | Student Edition: 112-115, 119, 130-133, 137, 139-140  
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| WHI.5 The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by
  a) locating Greek civilizations in time and place and describing their major geographic features; | Student Edition: 76-77  
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| c) describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy; | **Student Edition:** 80-81, 82-84, 87-88, 90-94  
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| d) evaluating the political and economic development of Greece, with emphasis on the Persian and Peloponnesian wars; | **Student Edition:** 80-84, 85-89  
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| e) evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and | **Student Edition:** 95-99  
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| f) citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle. | **Student Edition:** 74, 91-94, 98-99  
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**WHI.6** The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

| a) | locating Roman civilizations in time and place and describing their major geographic features; |

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- *Place and Time* 148-149

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| b) | describing the social and religious structure of ancient Rome; |

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| c) | describing the social structure and cultural development of the Roman Republic; |

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| d) | describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar; |

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| e) | describing and evaluating the political structure of the Roman Empire under the rule of Augustus Caesar; |

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| f) | assessing the economic structure of Rome, Rome’s imperial conquests, and the Pax Romana; and |

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| a) describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place; |
| b) explaining the unifying role of the Church in Europe after the collapse of Rome; and |
| c) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe. |

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### WHI.8  The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by

| a) explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place; |

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**Teacher Edition:**
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**WHI.9** The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E.) by

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<td>assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and</td>
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| c) explaining the cultural and scientific contributions and achievements of Islamic civilization. | **Student Edition:** 218-219  
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| b) describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne; | **Student Edition:** 190-193  
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| c) explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; and | **Student Edition:**  
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| **WHI.12** The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by | **Student Edition:**  
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| b) explaining the development of social, political, economic, religious, and cultural patterns in each region; and | **Student Edition:**  
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| **WHI.13** The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by | **Student Edition:**  
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<th>There was no European interaction with these societies during the time period 1000-1500 A.D.</th>
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**Teacher Edition:** CR 389; HO 382; OTO 385, 388, 396, 398 |

| WHI.14 The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by  
a) describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each; | **Student Edition:** 417-421  
*Assessment* 429 #5-6, 430 #20, #24  
**Teacher Edition:** CBK 407; CR 421; CTS 419; HO 406; OTO 419; RS 419, 421; VS 420; WS 418 |
| --- | --- |
| b) explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople; | **Student Edition:** 285-288, 294-295, 408-412, 413-416  
*Assessment* 301 #4, 302 #23-25  
*Lesson Review* 297 #4-5  
**Teacher Edition:** CR 288; CTS 288; OTO 285, 286; RS 287; WS 288 |
| c) explaining patterns of crisis and recovery related to the Black Death (bubonic plague); and | **Student Edition:** 292-293  
*Assessment* 301 #7, #12  
*Lesson Review* 297 #2-3  
**Teacher Edition:** CTS 293; E 292; OTO 292-293 |
| d) evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. | **Student Edition:** 193, 194, 289, 290, 352-353, 355  
*Assessment* 173 #19, 201 #8, 223 #14, #16, #18, 224 #23-24, 361 #12  
*Lesson Review* 170 #4, 193 #5, 291 #2, #4  
**Teacher Edition:** CBK 356; CTS 346, 352; E 194 |

| WHI.15 The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by  
a) determining the economic and cultural foundations of the Italian Renaissance;  
\ . | **Student Edition:** 346-349, 350-351, 352-353, 354  
*Assessment* 362 #20, #24  
*Lesson Review* 351 #4-5, 357 #2-5  
*Place and Time* 344  
**Teacher Edition:** CBK 344; CR 351; OTO 350; RS 344, 346, 348, 352 |
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| b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli’s theory of governing as described in The Prince; | **Student Edition:**  
346-349  
Assessment 361 #3  
Lesson Review 351 #1-4  
**Teacher Edition:**  
CBK 344; CTS 348; E 346; OTO 349; RS 347; VS 345; WS 349 |
| c) citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; and | **Student Edition:**  
349, 352-353, 355-357  
Assessment 361 #5-12, 362 #21  
Lesson Review 351 #4, 357 #7  
**Teacher Edition:**  
CBK 356; CTS 353; OTO 352-353, 355, 356; RS 355; TS 356; WS 349 |
| d) comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers | The following references on the Northern Renaissance focus on painters.  
**Student Edition:**  
352-357  
Lesson Review 357 #6  
**Teacher Edition:**  
OTO 355, 356; TS 356; VS 357 |