

World History 1

District Curriculum Heading	District Curriculum Statement	Aligned State Standard	Teacher Resources	Performance Indicator
Goal 1: Prehistoric Humans	Students will learn to identify, describe and analyze the major stages of early human development, with emphasis on geographic influences and technological developments, and their study through the sciences of anthropology and archaeology.	16E3A	Textbook Chapter 1, Section 1	Students will assess the impact of new technologies on living arrangements.
Goal 1:A Early Human Civilizations	Students will learn and analyze the characteristics of the first four human civilizations, and connect them to their geographic setting, and the development of agriculture and irrigation.	16E3A	Textbook Chapter 1, Section 2	Students will analyze commonalities between political trends in the eastern and western hemispheres.
Goal 2: The Ancient Near East	Students will learn to identify the major stages of ancient Egyptian civilization, their major figures, advancements, political and social structures, and relate them to any later historical influences.	16D3	Textbook Chapter 2, Section 1-2 Outside Readings and Video on Pyramids	Students will compare and contrast the achievements of ancient cultures.
Goal 2A Sumerians	Students will learn to identify the major characteristics of the Sumerians, their major advancements, political structures, and influences on later empires in Mesopotamia, as well as on modern humans.	16D3	Textbook Chapter 2, Section 3	Students will assess any patterns or differences that emerge among developing ancient cultures.

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<p>Goal 2B Early Mesopotamian Societies</p>	<p>Students will identify, describe, and analyze the major characteristics advancements, and figures of the Akkadian, Babylonian, Assyrian, Chaldean, Persian, Phoenician, Lydian, and Hebrew cultures.</p>	<p>16D3</p>	<p>Textbook Chapter 2, Sections 4-5 and Comparison Chart</p>	<p>Students will assess the achievements of ancient leaders, and the methods that they used to make their achievements.</p>
<p>Goal 3: The Ancient Indian Culture</p>	<p>Students will identify, describe, and analyze the major characteristics of the Indus River valley civilizations, including major stages of development, major figures, political and social systems,</p>	<p>16E3A</p>	<p>Textbook Chapter 3, Sections 1,2,4, and 5</p>	<p>Students will compare and contrast the achievements of ancient cultures.</p>
<p>Goal 3A: Hinduism and Buddhism</p>	<p>Students will learn and compare the characteristics of Buddhism and Hinduism</p>	<p>16D3</p>	<p>Textbook Chapter 3, Section 3 and Buddhism Essay and Comparison Chart</p>	<p>Students will evaluate how social institutions reflect changes and development in society.</p>
<p>Goal 4: The Ancient Chinese Culture</p>	<p>Students will trace the beginnings of the ancient Chinese civilization, including the major dynasties, economic activities, and philosophies.</p>	<p>16E3A</p>	<p>Textbook Chapter 4, Sections 1-5 and Sun Tzu Reading</p>	<p>Students will assess and describe cultural differences based on geography and cultural interactions.</p>

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Goal 4A: Confucius	Students will learn the ideas of Confucius, and relate them to ideas of governance today.	16D3	Confucius Article from Analects	Students will analyze philosophies of governance and the role of government in society.
Goal 5: The Ancient Greeks	Students will trace the development of the early Greek city states, including their major political structures, and the major historical events of their time.	16B3A	Textbook Chapter 5-6	Students will identify and assess patterns of government that emerge in classical civilizations.
Goal 5A: Athens and Sparta	Students will trace the development of Greek democracy in Athens, and compare the Athenian way of life with that of the Spartans.	16A3B	Textbook Chapter 5, Section 3 Comparison Chart and Video	Students will learn and assess the events leading to the development of democracy.
Goal 5B: Greece and Persia	Students will trace the beginnings, events, and outcomes of the major conflicts of the Greeks, including the Persian Wars and the Peloponnesian War.	16A3B	Textbook Chapter 5, Section 5 Video	Students will assess the effects that major historical events have on long term societal development.

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<p>Goal 5C: Ancient Greek Society</p>	<p>Students will study Greek Art, and relate its characteristics to Greek religious and political beliefs.</p>	<p>16B3A</p>	<p>Textbook Chapter 5, Section 1-2 Examples of Greek Art</p>	<p>Students will compare themes found in the work of artists and compare</p>
<p>Goal 5D: Ancient Greek Philosophers</p>	<p>Students will study the major philosophers of the Greeks, including Socrates, Plato, and Aristotle.</p>	<p>16B3A</p>	<p>Textbook Chapter 6, Section 2 Allegory of the Cave and Comparison Chart</p>	<p>Students will learn and analyze the major schools of philosophical thought in classical societies.</p>
<p>Goal 5E: Ancient Greek Achievements</p>	<p>Students will learn the major scientific, mathematical, and social advances of the Greeks.</p>	<p>16A3A</p>	<p>Textbook Chapter 6, Section 2</p>	<p>Students will compare and contrast the achievements of ancient societies.</p>
<p>Goal 5F: Alexander the Great</p>	<p>Students will learn the influences of Alexander the Great on the ancient near east.</p>	<p>16B3B</p>	<p>Textbook Chapter 6, Sections 3-4 and Empire Map and Video</p>	<p>Students will assess the transmission of cultural characteristics from the ancient world to today.</p>

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<p>Goal 6: The Ancient Romans</p>	<p>Students will learn the characteristics of the ancient Roman civilization, including its roots and their relation to local geography.</p>	<p>16B3B</p>	<p>Textbook Chapter 7</p>	<p>Students will analyze the effects that geograhly has on the development of ancient civilizations.</p>
<p>Goal 6A: Early Rome</p>	<p>Students will trace the change in Roman governance from a republic to an empire, including the influences of Julius Caesar, the Struggle of the Orders, and the Punic Wars.</p>	<p>16B3B</p>	<p>Textbook Chapter 7, Sections 1 and 2</p>	<p>Students will compare and contrast social and political structures of ancient societies.</p>
<p>Goal 6B: Julian Emperors</p>	<p>Students will trace the early days of the Roman empire, including the period of the Julian Emperors.</p>	<p>16B3B</p>	<p>Textbook Chapter 7, Section 3 Comparison Chart and Video</p>	<p>Students will assess the means by which social class struggles can be transmitted to government functions.</p>
<p>Goal 6C: Roman Economy</p>	<p>Students will trace the social and economic activities of the ancient Romans, and relate economic problems to the resultant decline and fall of Rome.</p>	<p>16B3B</p>	<p>Textbook Chapter 7, Sections 4 and 6</p>	<p>Students will analyze examples of governmental policies that can have adverse effects on the economy.</p>

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Goal 6D: Development of Christianity in Rome	Students will trace the connections of ancient Rome to the beginnings of Christianity.	16B3B	Textbook Chapter 7, Section 5	Students will analyze the early stages of Christianity as a turning point in world history.
Goal 7: The Byzantines	Students will trace the beginnings of the Byzantine Empire, and its relationship to Ancient Rome.	16B3B	Textbook Chapter 10, Section 1	Students will assess the transmission of cultural characteristics from earlier civilizations to those that follow.
Goal 8: The Early Russians	Students will trace the beginnings of early Russian empires, including the Kievan Rus, their relationship to the time of the Vikings, and their economic place in the trade routes of the time.	16C3A	Textbook Chapter 10, Section 2	Students will describe and analyze the long term effects of economic trends and structures.
Goal 8A: Russia and Mongolia	Students will learn the beginnings of the modern Russian nation, their struggle against the Mongols, and their place in the modern christian ideologies.	16C3A	Textbook Chapter 10, Section 3	Students will analyze major cultural exchanges of the past.