



**World History II:** (Note: Standards are recommended for Grades 6 or 7). Students become more proficient with the core concepts in social studies. This grade level focuses on an examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today. The course guides students in exploring the connection between historical developments and contemporary global issues. Students will examine these topics through the lens of Catholic social teaching to develop the democratic skills and attitudes necessary to become responsible citizens.

While teaching the content it is suggested that you follow the [G.R.A.P.E.S model](#).



| <b>Geography (G)</b> | <b>Standards</b>   | <b>Core Concepts / Strategies / Resources</b>  |
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| <b>WHII.5-8.G.1</b>  | Review the 5 themes of geography (location, place, movement, human-environment interaction, and regions).                                    | <ul style="list-style-type: none"><li>• Identify major features on a map.</li><li>• Analyze the effects of physical processes and the environment on humans and describe ways people adapt to and modify the physical environment.</li></ul>   |
| <b>WHII.5-8.G.2</b>  | Use maps, globes, graphs, charts, models, and databases to answer geographic questions relating to all seven continents.                     | <ul style="list-style-type: none"><li>• Discuss population, economic activities, culture, diseases, and development in world regions and countries.</li><li>• Compare and contrast the above.</li><li>• Stage scavenger hunt of places by continent, country, grid, latitude and longitude coordinates.</li></ul>  |
| <b>WHII.5-8.G.3</b>  | Understand the characteristics and relative locations of major historical and contemporary societies.  | <ul style="list-style-type: none"><li>• Name geographic factors that influence patterns of population in places and regions.</li><li>• Analyze trends in human migration and cultural interaction.</li></ul>   |
| <b>WHII.5-8.G.4</b>  | Demonstrate knowledge of how geographic features influence the economic development, political relationships, and policies of world regions. | <ul style="list-style-type: none"><li>• Examine location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development of civilizations.</li><li>• Create maps, graphs, charts models, and databases to explain how geographic factors influence economics, politics, government policies, culture, and population changes.</li></ul> |
| <b>WHII.5-8.G.5</b>  | Analyze the effects of physical processes and the environment on humans and describe ways people   | <ul style="list-style-type: none"><li>• Discuss topics such as erosion, ocean circulation, water/air pollutions, and retrieval of natural resources.</li></ul>   |



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|                     | adapt to and modify the physical environment, including the role of technology in the process.      | <ul style="list-style-type: none"><li>• Role play conference on problems of pollution, erosion, endangered species, rain forest, etc.</li></ul>  |
| <b>WHIL.5-8.G.6</b> | Identify and compare political boundaries with the location of civilization, empires, and kingdoms. | <ul style="list-style-type: none"><li>•</li></ul>  |
| <b>WHIL.5-8.G.7</b> | Identify major geographic features important to the study of world history.                         | <ul style="list-style-type: none"><li>• Identify and explain land use issues that illustrate the conflict between economic growth, deforestation, mining, and burning fossil fuels</li></ul> |

Catholic Connections

- How can we act in solidarity with our brothers and sisters in developing countries?



| Civics ( C )        | Standards  | Core Concepts / Strategies / Resources   |
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| <b>WHIL.5-8.C.1</b> | Describe different forms and structures of government around the world and how they address the needs of the citizens            | <ul style="list-style-type: none"><li>• For example: republic, monarchy, authoritarian/dictatorship, how nation-states interact, unlimited forms of government, limited forms of government, imperialism, Catechism of the Catholic Church</li></ul>   |
| <b>WHIL.5-8.C.2</b> | Identify and report significant historic events and documents that have influenced governmental institutions and their function. | <ul style="list-style-type: none"><li>• For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian’s Code, Iroquois Confederacy, Protestant Reformation, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control</li></ul>   |
| <b>WHIL.5-8.C.3</b> | Compare how governments function in selected world societies.  | <ul style="list-style-type: none"><li>• Use graphic organizers, charts, etc. to compare function of governments in selected countries, such as China, Germany, India, Russia, etc.</li><li>• Compare the roles of U.S. citizens with the roles of citizens in world societies.</li><li>• Examine relationships among individual rights, civic responsibilities (e.g. voting, taxation, etc.), and free in other world societies.</li></ul> |
| <b>WHIL.5-8.C.4</b> | Describe the roles and responsibilities of citizens and identify the importance of civic participation.                          | <ul style="list-style-type: none"><li>• Compare and contrast the roles of U.S. citizens with the roles of citizens in other societies.</li></ul>   |



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| <b>WHII.5-8.C.5</b> | Analyze the historic events, documents, and practices that are the foundations of political systems around the world | <ul style="list-style-type: none"><li>• For example: the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire.</li><li>• Interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting</li></ul> |
| <b>WHII.5-8.C.6</b> | Explain the roles and influence of individuals, groups, and the media on governments in world regions.               | <ul style="list-style-type: none"><li>• For example: Assess the roles of Julius Caesar and Augustus Caesar in the collapse of the Republic and the rise of monarchs.</li><li>• For example: Identify Justinian and his contributions, including the codification of Roman law and describing the expansion of the Byzantine Empire and economy.</li></ul>                      |



| Economics ( E )     | Standards   | Core Concepts / Strategies / Resources   |
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| <b>WHII.5-8.E.1</b> | Compare ways societies organize economic systems and describe indicators of economic development  | <ul style="list-style-type: none"><li>• Identify and differentiate among traditional market and command economies in selected societies.</li><li>• Define different types of world economics and compare</li></ul>   |
| <b>WHII.5-8.E.2</b> | Describe factors and indicators that influence societies, including scarcity, economic interdependence, and production.   | <ul style="list-style-type: none"><li>• Compare ways in which various societies organize the production and distribution of goods and services.</li><li>• Describe the effects of international trade and interdependence on national economies.</li><li>• Explain the impact of scarcity on international trade and economic interdependence among societies.</li><li>• Identify problems and issues that may arise when one or more of the factors of production is in relatively in short supply.</li></ul> |
| <b>WHII.5-8.E.3</b> | Illustrate how international trade impacts individuals, organizations, and nations/societies.   | <ul style="list-style-type: none"><li>• Assess the impact of Byzantine influence and trade.</li></ul>  |
| <b>WHII.5-8.E.4</b> | Identify technological advances and transfers, networks of economic interdependence, and cultural interactions of civilizations and empires of Europe and Asia. | <ul style="list-style-type: none"><li>•</li></ul>  |



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| <b>WHII.5-8.E.5</b> | Identify various economic indicators that governments use to measure world societies, nations, and cultures | <ul style="list-style-type: none"><li>• Research the economic foundations of the Renaissance.</li><li>• Define and give examples of primary, secondary, tertiary and quaternary industries, life expectancy, and literacy.</li></ul> |
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Catholic Connections

- What are some of the economic principles the Church suggests?



| History (H)         | Standards  | Core Concepts / Strategies / Resources   |
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| <b>WHII.5-8.H.1</b> | Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. | <ul style="list-style-type: none"><li>• Characterize Byzantine art and architecture and the preservation of Greek and Roman traditions.</li></ul>  |
| <b>WHII.5-8.H.2</b> | Explain how cultural diffusion influenced the development of cultures.                                       | <ul style="list-style-type: none"><li>• Recount significant cultural achievements that have shaped the development of various cultures (e.g. writing, irrigation, etc.)</li><li>• Recognize the contribution of Christianity toward a unified Europe: universities, saints (Dominic, Francis of Assisi, Clare, and Thomas Aquinas), literature, and social improvements.</li></ul> |
| <b>WHII.5-8.H.3</b> | Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world  | <ul style="list-style-type: none"><li>• Describe the origins, beliefs, traditions, customs, and spread of Judaism.</li><li>• For example: Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam</li></ul>   |
| <b>WHII.5-8.H.4</b> | Identify and describe religions that developed in ancient civilizations.                                     | <ul style="list-style-type: none"><li>• Describe the origin, beliefs, traditions, customs and spread of Islam.</li></ul>   |
| <b>WHII.5-8.H.5</b> | Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.          | <ul style="list-style-type: none"><li>• For example: trade routes</li></ul>  |





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| <b>WHII.5-8.H.6</b>  | Analyze the major traditions, customs and beliefs of world religions and their expansion.               | <ul style="list-style-type: none"><li>• Describe the role of Constantine in spreading Christianity.</li><li>• Explain how the establishment of religions in areas caused conflict</li><li>• Analyze the political and social impact of religious and traditions in areas such as Europe and the Middle East</li></ul> |
| <b>WHII.5-8.H.7</b>  | Explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church. | <ul style="list-style-type: none"><li>•</li></ul>   |
| <b>WHII.5-8.H.8</b>  | Identify historical turning points that affected the spread and influence of Islamic civilization.      | <ul style="list-style-type: none"><li>• For example: the Sunni-Shi's division and the Battle of Tours.</li></ul>  |
| <b>WHII.5-8.H.9</b>  | Describe the role and accomplishments of significant figures.   | <ul style="list-style-type: none"><li>• For example: St. Basil the Great, St. John Chrysostom, and Vladimir of Kiev.</li><li>• Cite artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch.</li></ul>                      |
| <b>WHII.5-8.H.10</b> | Compare the Italian and Northern Renaissance, and cite the contributions of writers.                    | <ul style="list-style-type: none"><li>•</li></ul>   |



| Social Studies Skills (S) | Standards  | Core Concepts / Strategies / Resources   |
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| <b>WHII.5-8.S.1</b>       | Analyze, organize, and interpret information.                                | <ul style="list-style-type: none"><li>• Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</li><li>• Express ideas orally based on research and experience.</li><li>• Create written and visual material such as journal entries, reports, graphic organizers, outlines, bibliographies, software such as PowerPoint presentations, charts, and posters.</li></ul> |
| <b>WHII.5-8.S.2</b>       | Differentiate between primary and secondary sources and use them in reports. | <ul style="list-style-type: none"><li>• Research a given topic and write a report using primary and secondary sources. Use both written and online resources.</li></ul>  |
| <b>WHII.5-8.S.3</b>       | Identify different points of views and frames of reference.                  | <ul style="list-style-type: none"><li>• For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange, 95 Theses/Council of Trent</li><li>• Participate in debates on selected social studies topics.</li><li>• Differentiate between factual statements and personal opinions.</li></ul>  |
| <b>WHII.5-8.S.4</b>       | Communicate social studies information in written, oral, and visual form.    | <ul style="list-style-type: none"><li>• Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time</li><li>• Use social studies terminology correctly in written, oral, and visual communications.</li></ul>  |



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|                     |  | <ul style="list-style-type: none"><li>• Given selected social studies topics, create reports in different formats, such as multimedia presentation, posters, brochures, charts.</li><li>• Plan vacation to landmark of historical significance. Either write to state or country tourist office or create a brochure, obtaining information from websites.</li></ul>   |
| <b>WHII.5-8.S.5</b> | Identify problems and solutions requiring decisions, gather information, consider options, predict consequences, take actions, and evaluate. | <ul style="list-style-type: none"><li>• Organize a class meeting to solve a problem. Consider all options and consequences.</li><li>• In groups and individually, identify a problem and situation requiring decisions, gathering and listing information, considering options, predicting consequences, taking action, and evaluation solutions and decisions.</li><li>• Review current events and their effects on society and use problem-solving skills to recommend a decision. (Note: Emphasize Catholic values in evaluating decision.)</li></ul> |