



ADW GRADE 5-8 WORLD HISTORY I STANDARDS & INSTRUCTION GUIDE

World History I: (Note: These standards are recommended for Grades 5 or 6.) Students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world's ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds. Additionally, students will more deeply understand what it means to be created in the image and likeness of God, to be religious beings, to be social beings, to have reason and free will, and to have a dignity through the Catholic social teachings that carries rights and responsibilities.

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



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Geography (G)	Standards	Core Concepts / Strategies / Resources
WH.5-8.G.1	Review the 5 themes of geography (location, place, movement, human-environment interaction, and regions).	<ul style="list-style-type: none"> • Identify major features on a map. • Analyze the effects of physical processes and the environment on humans and describe ways people adapt to and modify the physical environment.
WH.5-8.G.2	Use maps, globes, graphs, charts, models, and databases to answer geographic questions relating to all seven continents.	<ul style="list-style-type: none"> • Compare and contrast population, economic activities, culture, diseases, and development in world regions and countries. • Stage scavenger hunt of places by continent, country, grid, latitude and longitude coordinates.
WH.5-8.G.3	Understands the characteristics and relative locations of major historical and contemporary societies.	<ul style="list-style-type: none"> • Name geographic factors that influence population patterns in places and regions. • Analyze trends in human migration and cultural interaction from prehistory until classical antiquity.
WH.5-8.G.4	Investigate the human and physical characteristics of early patterns of civilizations and empires	<ul style="list-style-type: none"> • Examine location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development of civilizations. • Agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron
WH.5-8.G.5	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past until classical antiquity.	<ul style="list-style-type: none"> •



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WH.5-8.G.6	Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.	<ul style="list-style-type: none">• For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)
WH.5-8.G.7	Summarize how early humans utilized and adapted to their physical environment.	<ul style="list-style-type: none">• For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources
WH.5-8.G.8	Locate ancient river valley civilizations and major trade routes.	<ul style="list-style-type: none">• Including Egypt and Kush, Mesopotamia, and the civilization of the Hebrews and Phoenicians• Persia, India, and China
WH.5-8.G.9	Investigate the human and physical characteristics of early patterns of civilizations and empires.	<ul style="list-style-type: none">• Agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron
WH.5-8.G.10	Analyze the influence of geography on Greek economic, social, and political development.	<ul style="list-style-type: none">•

Catholic Connections

- What were some examples of environmental stewardship of natural resources?



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Civics (C)	Standards	Core Concepts / Strategies / Resources
WH.5-8.C.1	Describe characteristics and analyze the different forms of government through the study of early civilizations.	<ul style="list-style-type: none">• Define and give examples of democracy, oligarchy, monarchy, anarchy, totalitarian, socialism, and dictatorship.
WH.5-8.C.2	Identify historic origins of democratic forms of government.	<ul style="list-style-type: none">• Review early civilizations.• Identify the historical origins of democracy.
WH.5-8.C.3	Describe the roles and responsibilities of citizens and identify the importance of civic participation.	<ul style="list-style-type: none">• Explain the significance of citizenship and the development of democracy in Greek city-states and the Roman Republic/Empire.
WH.5-8.C.4	Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.	<ul style="list-style-type: none">• For example: military service, voting, civic engagement, decision making, leadership, clergy
WH.5-8.C.5	Identify the development of written laws and artifacts.	<ul style="list-style-type: none">• For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities
WH.5-8.C.6	Identify ways individual political participation varies.	<ul style="list-style-type: none">• Identify ways in which citizens can participate in and influence the political process.• Discuss responsibilities of citizens to vote and consequences of voter apathy.



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WH.5-8.C.7	Communicate the various ways governmental decisions have impacted people, places, and history.	<ul style="list-style-type: none">• For example: invasions, conquests, laws, public works, religious tolerance, religious persecution, censorship, hierarchy
WH.5-8.C.8	Identify and compare forms of government and various distributions of power, such as those found in ancient civilizations, dynastic China, absolute and constitutional monarchies	<ul style="list-style-type: none">• Describe the development of the caste system in Indian civilizations.• Analyze Ancient China's development from Dynasties into Empires
WH.5-8.C.9	Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and groups.	<ul style="list-style-type: none">• Compare power and authority of rulers in Ancient Egypt, India, Persia and China vs. the protection of citizens in Greek city-states

Catholic Connections

- Compare and contrast the different forms of government with the ideals of Catholic social teaching.
- What early forms of government supported issues of social justice?



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Economics (E)	Standards	Core Concepts / Strategies / Resources
WH.5-8.E.1	Compare the benefits and costs of economic decisions made by Ancient Civilizations.	<ul style="list-style-type: none">• For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert, enslavement of conquered peoples as labor
WH.5-8.E.2	Describe factors and indicators that influence societies, including scarcity, economic interdependence, and production.	<ul style="list-style-type: none">• Compare ways in which various societies organize the production and distribution of goods and services.• Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming• Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.
WH.5-8.E.3	Identify producers and consumers for Ancient civilizations.	<ul style="list-style-type: none">• Describe India's contributions to modern advancements, for example, binary system of numbers.
WH.5-8.E.4	Explain how the interaction between producers and consumers satisfied economic wants and needs.	<ul style="list-style-type: none">• Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.

Catholic Connection

- What ancient government services support Catholic ideals of charity, aid to the poor, and social justice?



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History (H)	Standards	Core Concepts / Strategies / Resources
WH.5-8.H.1	Define culture and explain similarities and differences among world cultures.	<ul style="list-style-type: none"> Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history.
WH.5-8.H.2	Explain how cultural diffusion influenced the development of cultures.	<ul style="list-style-type: none"> Explain aspects that link or separate cultures and societies. Recount significant cultural achievements that have shaped the development of various cultures (e.g. writing, irrigation, etc.) Explain the impact of political boundaries that cut across culture regions. Explain why cultures borrow from each other. Evaluate how cultural borrowing affects world cultures. Evaluate the consequences of improved communication among cultures.
WH.5-8.H.3	Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world	<ul style="list-style-type: none"> Describe the origins, beliefs, traditions, customs, and spread of Judaism. For example: Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam
WH.5-8.H.4	Identify and describe religions that developed in ancient civilizations.	<ul style="list-style-type: none"> Explain relationships among religious ideas, philosophical ideas, and culture. Discuss origin of Christianity, Judaism, Hinduism, Islam, and Buddhism.



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WH.5-8.H.5	Analyze how the rise of the earliest communities led to the emergence of agricultural societies.	<ul style="list-style-type: none">• Understand characteristics of hunter-gatherer societies, including their use of tools and fire.• Explain how and why towns and cities grew from early human settlements, including the need for security and government
WH.5-8.H.6	Analyze how civilizations emerged in the river valley areas.	<ul style="list-style-type: none">• Analyze why cities developed in ancient River Valley civilizations.• Explain the development of religious traditions of ancient river valley civilizations.• Explain the development of language and writing in the ancient river valley civilizations.• Compare major cultural, political and economic achievements of river valley civilizations, such as the Tigris and Euphrates River Valley, the Huang River Valley, the Indus River Valley and the Nile River Valley including Egypt, Nubia and Kush
WH.5-8.H.7	Analyze the emergence, expansion and decline of the Roman Empire	<ul style="list-style-type: none">• Describe the major achievements of the Roman Era, such as legal, artistic, architectural, technological, and literary
WH.5-8.H.8	Compare the dynasties and empires in ancient China.	<ul style="list-style-type: none">• Describe the impact of Confucianism, Taoism, and Buddhism.• Describe China, with emphasis on the construction of the Great Wall and its contributions in the areas of math, technology, and medicine.
WH.5-8.H.9	Describe the origins, beliefs, traditions, and customs of Hinduism and Buddhism.	<ul style="list-style-type: none">• Describe the major traditions, customs and beliefs of Buddhism• Explain the major traditions, customs and beliefs of Hinduism and its political and social impact on India



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WH.5-8.H.10	Analyze the effect of interactions between civilizations in early world history	<ul style="list-style-type: none"> Describe how interactions promoted or failed to promote development, such as the Greek city-states and Latin Empires
WH.5-8.H.11	Analyze ways in which the Greeks forged a great civilization and identify their contributions.	<ul style="list-style-type: none"> Discuss hieroglyphics, architecture, religion, government, Olympic activities, and education. Explain the significance of Greek individuals and groups and their significance in contemporary society. Discover and explain the reasons for the resilience or demise. Explain ways that language, ideas, and institutions of one culture can influence other cultures (e.g. trade, religions, war, etc.)
WH.5-8.H.12	Analyze the major traditions, customs, and beliefs of Islam	<ul style="list-style-type: none">
WH.5-8.H.13	Cite contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.	<ul style="list-style-type: none"> For example: Hammurabi's Code, Twelve Tables, Ten Commandments

Catholic Connections

- What ways are people unkind or unjust today? What ways do people use others selfishly?
- Ideologies are learned. How were different ideologies fostered? What is forming your ideology now? How is technology being used to form your ideology and what of that can you control?



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Social Studies Skills (S)	Standards	Core Concepts / Strategies / Resources
WH.5-8.S.1	Analyze, organize, and interpret information.	<ul style="list-style-type: none"> • Evaluate scientific discoveries and technological innovations, including the roles of scientists and inventors that have shaped the world. • Analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. • Organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines and conclusions.
WH.5-8.S.2	Identify and cite appropriate sources for research about world history, including primary and secondary sources.	<ul style="list-style-type: none"> • Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. • Research a given topic and write a report using primary and secondary sources. Use both written and online resources.
WH.5-8.S.3	Identify different points of views and frames of reference.	<ul style="list-style-type: none"> • Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. • Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and act in implementing a decision.



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WH.5-8.S.4	Communicate social studies information in written, oral, and visual form.	<ul style="list-style-type: none">• Use social studies terminology correctly.• Incorporate main and supporting ideas in verbal and written communication.• Express ideas orally based on research and experiences.• Create written and visual material such as journal entries, reports, graphic organizers, outlines, and biographies.• Use standard grammar, spelling, proper sentence structure and punctuation.• Given selected social studies topics, create reports in different formats, such as multimedia presentation, posters, brochures, charts.• Analyze, interpret, and communicate data into a variety of formats, such a raw data to graphs and maps.• Plan vacation to landmark of historical significance. Either write to state or country tourist office or create a brochure, obtaining information from websites.
WH.5-8.S.5	Identify problems and solutions requiring decisions, gather information, consider options, predict consequences, take actions, and evaluate.	<ul style="list-style-type: none">• Organize a class meeting to solve a problem. Consider all options and consequences.• 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.• Review current events and their effects on society and use problem solving skills to recommend a decision. (Note: Emphasize Catholic values in evaluating decision.)