



**WASHINGTON
LEADERSHIP
ACADEMY**

World History I, Pre-AP



Course Overview for World History I

WLA World History explores the historic global events, institutions, phenomena and people that have shaped our world. This year long survey course will include a study of science, technology, revolution, the arts religion, philosophy, laws, politics and economics. Students will move from a geographic understanding to a solid historical foundation. Students will expand and deepen their ability to summarize, evaluate and comprehend complex text. Students will be able to debate topics with historical facts. They will be able to express historical trends and phenomena with both oral and written fluency. Students will also be able to utilize technology to demonstrate their content knowledge.

Recommended Fluencies for World History I:

- Identifying historical themes over time in politics, religion, economic and social trends
- Comparing and contrasting the social foundations of ancient civilizations
- Identify and analyze primary source and secondary source documents
- Support assertions using historical evidence and context

CCSS Emphasis throughout the World History course students engage in several common core ELA standards as prescribed in the Common Core alignment to 9th and 10th grade Social Studies which include:

- CCSS.ELA-LITERACY.RH.9-10.1
- CCSS.ELA-LITERACY.RH.9-10.2
- CCSS.ELA-LITERACY.RH.9-10.3
- CCSS.ELA-LITERACY.RH.9-10.4
- CCSS.ELA-LITERACY.RH.9-10.5
- CCSS.ELA-LITERACY.RH.9-10.6
- CCSS.ELA-LITERACY.RH.9-10.7
- CCSS.ELA-LITERACY.RH.9-10.8
- CCSS.ELA-LITERACY.RH.9-10.9
- CCSS.ELA-LITERACY.RH.9-10.10

Where applicable, coursework will also integrate the Writing, Speaking and Listening, Reading Information Text, and Language portions of the ELA common core standards as possible throughout the year and when annotated in the [C3 framework](#) (page 12).

Course Competencies: For this course student will explore and analyze the rise and fall of world civilizations from 1350A.D. to present day. Using core knowledge from these subject areas the course will utilize the PARCC Performance Level Descriptors for ELA to support feedback on performance-based assessments. Additionally, the [C3 framework](#) (page 12) for Social Studies will be integrated to [continua](#) (pages 32-49) that covers these four dimensions:

- Developing Questions and Planning Inquiries
- Applying Disciplinary Tools and Concepts
- Evaluating Sources and Using Evidence
- Communicating Conclusions and Taking Informed Actions



Throughout the course, students will navigate 9 Modules:

- Module 1: Why History?
- Module 2: Ancient Civilizations: Africa and The Americas
- Module 3: Classical Greece and Rome
- Module 4: China and Japan
- Module 5: World Religions
- Module 6: Medieval World
- Module 7: Reformation and Renaissance
- Module 8: Exploration and Empires
- Module 9: Revolutions



Instructional Model and Implementation Strategies for World History

The World History course will meet every other day for ninety minutes and align itself to the structure and sequence of the ELA course. The course will utilize similar techniques to the ELA course but provide students with factual and conceptual understanding of World History topics prescribed by the college board for World History. Students will similarly work on projects that coordinate dimensions of the C3 framework into their day-to-day learning. The following instructional strategies will be utilized:

Instructional Playlists: Students will acquire factual knowledge of world history topics through curated playlists that introduce topics and concepts using a variety of multimedia including video-based instruction, slide decks, short reads, and other media techniques to illustrate historical perspectives and ideas. These playlists are accompanied by digital assessments at intervals where the curator feels is appropriate for assessment.

Close Reading for Primary Source Documents: Students will regularly engage in complex texts that require them to reread and analyze texts to unlock meaning, inference, syntactical structure, claims, reasoning, evidence, and audience. Close reads are instrumental to the daily reading experiences as students progress to primary source documents that are seminal to the cultures they are studying.

Pre-complex Text Studies: Text studies for each module will include a series of pre-complex texts that are carefully sequenced from lower to higher lexile levels. Students will use lower level texts to gain core knowledge around a module's topic then take on texts that gradually grow in complexity towards more archaic, academic, and primary source documents.

Non-Fiction Text and CERCA: A CERCA is a full-cycle examination of a close read where students investigate the (C)laim, (E)vidence, (R)easoning for (C)laims, presented (C)ounterclaims, and the (A)udience of a complex text. It is using CERCA that students will begin to employ dimensions of the C3 framework through argumentation. The instructional format is hosted using a digital platform from ThinkCERCA (thinkcerca.com). Students practice argumentative writing around a close read.

Accountable video-based Instruction: videos used to introduce or review a specific scientific concept that includes practice problems and scenarios within the video ensuring that students attention and time spent. Student usage data is tracked as well as their achievement data on video-associated assessments.

Other Instructional Strategies:

- [Harkness Model Seminars](#)
- Socratic Seminar/Autonomous Discussion Structures
- [Argument-centered Reading and Writing](#)
- [Reading/Writing Cycles](#)
- Guided Reading and Directed Reading
- Collaborative Reading Groups



Methods of Assessment for the World History Course

Students will be assessed in a variety of methods throughout the World History course with assessments ranging in length, depth, and style. Assessments in some cases will seek to emulate the AP World History exam and in other instances assess students' abilities to apply their skills in other environments. Below is a list of assessment types for the World History course:

Modular Assessments: At the completion of a module students will take a Modular assessment that assesses facts, core knowledge, and concepts obtained throughout the module.

Interim Assessments: At the completion of every interim students will take interim assessments. These assessments emulate AP World History exam with a selection of multiple choice questions, short answer questions, and essays aligned to primary source documents.

Performance-based Assessments for the C3 Framework: As students progress through modules they will be provided with assessments that integrate the core knowledge they've obtained in a module to a specific skill set out in the C3 framework, see an example below for Dimension 2 of the C3 Framework for Civic and Political Institutions:

**TABLE 9: Suggested K-12 Pathway for College, Career, and Civic Readiness
Dimension 2, Civic and Political Institutions**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.	D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

Project Artifacts and Exhibitions: Throughout each interim students will be asked to investigate a challenge or problem aligned to the interim topic and complete a project that addresses the topic while also integrating skills learned in each course. Each project will have a course-specific artifact or exhibition that is assessed by the course teacher.

Core Knowledge and Comprehension Assessments: As the course provides students with factual or conceptual knowledge of a course's content they will be assessed on their mastery of knowledge and concepts. These assessments will emulate the college-board AP-styled exams or ACT exams for this content area.



Interim Session	Date Range	Standards Covered
1	Aug 29-Nov 3 (47 days)	Module #1: Why History? 1.01, 1.02, 1.03, 1.04, 1.06 Module #2: Africas and the Americas 2.01, 2.02, 2.03., 2.04, 2.05, 2.06, 2.07 Module #3: Classical Greece and Rome 3.01, 3.02, 3.03
2	Nov 7-Feb 3 (48 Days)	Module #4: China and Japan 4.01, 4.02, 4.03 Module #5: World Religions 5.01 Module #6: Medieval World 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 6.07, 6.08 Module #7: Renaissance and Reformation 7.02, 7.03, 7.04
3	Feb 6-Apr 12 (47 Days)	Module #7: Renaissance and Reformation 7.02, 7.03, 7.04 Module #8: Empires and Exploration 8.01, 8.02
4	Apr 24-June 30 (45 days)	Module #8: Empires and Exploration 8.01, 8.02 Module #9: Revolutions 9.01,9.02, 9.03, 9.04, 9.05,9.06,9.07,9.15.



Module #1: Why History

In this module students analyze , compare and evaluate the tools used by historians, compare historiography of certain events and explore patterns and historical trends. Students will develop pre-writing skills for constructive essays.

<i># of Days</i>	<i>Core Knowledge Indicators</i>	<i>CCSS/C3</i>	<i>Assessments</i>
10	<p>1.01 Define history and the concepts of cause and effect, time, continuity, and perspective.</p> <p>1.02 Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.</p> <p>1.03 Relate archaeology, geography, anthropology, political science, sociology, and economics to the study of history.</p> <p>1.04 Define the themes of society, technology, economics, politics, and culture and relate them to the study of history.</p> <p>1.05 Trace major themes in the development of the world from its origins to the rise of early civilizations.</p> <p>1.06 Recognize and examine the indicators of civilization, including writing, labor specialization, cities, technology, trade, and political and cultural institutions.</p>	<p><u>CCSS.ELA-LITERACY Standards:</u> RH.9-10.1-9-10.10</p> <p><u>C3 Framework Standards:</u></p> <p>D4.2: Construct explanations D3.1: Sources D4.3: Present information D4.6: Analyze problems</p>	<p>Interim Assessment 1</p> <p>Core Knowledge Performance Tasks (ThinkCERCA)</p>



Module #2: Ancient Civilizations: Africa and the Americas

Students will explore the emerging civilizations of the Americas, Africa and Europe. Students will learn how to draw evidence from text to support historical claims.

# of Days	Core Knowledge Indicators	CCSS/C3	Assessments
22	<p>2.01. Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Islam in the Middle Ages.</p> <p>2.02 Students analyze the geographic, political, religious, social, and economic structures of the sub-Saharan civilizations of Ghana, Mali, and Songhai of West Africa in the Middle Ages.</p> <p>2.03 Describe the rise and achievements of the Byzantine and Islamic civilizations.</p> <p>2.04 Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali, Namibia, and Songhai and analyze the reasons for their decline.</p> <p>2.05 Evaluate the achievements of the major civilizations of the Americas during the pre-Columbian epoch, including but not limited to the Aztecs, Incas, and Mayas.</p>	<p><u>CCSS.ELA-LITERACY</u> <u>Standards:</u> RH.9-10.1-9-10.10</p> <p><u>C3 Framework Standards:</u></p> <p>D4.2: Construct explanations D3.1: Sources D4.3: Present information D4.6: Analyze problems</p>	<p>Interim Assessment 1</p> <p>Core Knowledge Performance Tasks (ThinkCERCA)</p>



	<p>2.06 Trace major themes in the development of the world from its origins to the rise of early civilizations.</p> <p>2.07 Trace the development and assess the achievements of early river civilizations, including but not limited to those around the Huang-He , Nile, Indus, and Tigris-Euphrates Rivers.</p>		
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Module 3: Classical Greece and Rome

Students will explore the rise of fall of both Greek and Roman Empires. Students will use historical debate in a Socratic seminar.

<i># of Days</i>	<i>Core Knowledge Indicators</i>	<i>CCSS/C3</i>	<i>Assessments</i>
12	<p>3.01 Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period.</p> <p>3.02 Describe the developments and achievements of Roman civilization and analyze the significance of the fall of Rome.</p> <p>3.03 Students analyze the geographic, political, religious, social, and economic structures of the civilizations of medieval Europe.</p>	<p><u>CCSS.ELA-LITERACY Standards:</u> RH.9-10.1-9-10.10</p> <p><u>C3 Framework Standards:</u></p> <p>D4.2: Construct explanations D3.1: Sources D4.3: Present information D4.6: Analyze problems</p>	<p>Interim Assessment 1</p> <p>Core Knowledge Performance Tasks (ThinkCERCA)</p>



Module #4: China and Japan

Students will explore the emerging civilizations of Asia. Students will draw on textual evidence to create a comparative essay

<i># of Days</i>	<i>Core Knowledge Indicators</i>	<i>CCSS/C3</i>	<i>Assessments</i>
12	<p>4.01 Trace the political and social development of monarchies and empires, including but not limited to the Ming and Manchu dynasties, the Mongol Empire, the Ottoman Empire, and the Mogul Empire.</p> <p>4.02 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>4.03 Students analyze the geographic, political, religious, social, and economic structures of the civilizations of medieval Japan.</p>	<p><u>CCSS.ELA-LITERACY Standards:</u> RH.9-10.1-9-10.10</p> <p><u>C3 Framework Standards:</u></p> <p>D4.2: Construct explanations D3.1: Sources D4.3: Present information D4.6: Analyze problems</p>	<p>Interim Assessment 2</p> <p>Core Knowledge Performance Tasks (ThinkCERCA)</p>



Module #5: World Religions

Students will compare major religions and describe their influence on culture, phenomena, science, trade and economics. Students will create an oral presentation after conducting research on a given religion.

<i># of Days</i>	<i>Core Knowledge Indicators</i>	<i>CCSS/C3</i>	<i>Assessments</i>
10	5.01 Compare major Eastern and Western beliefs and practices, including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, and locate their regions of predominance.	<u>CCSS.ELA-LITERACY Standards:</u> RH.9-10.1-9-10.10 <u>C3 Framework Standards:</u> D4.2: Construct explanations D3.1: Sources D4.3: Present information D4.6: Analyze problems	Interim Assessment 2 Core Knowledge Performance Tasks (ThinkCERCA)



Module #6: Medieval World

Students will explore the impact of European feudalism on culture, politics and social hierarchy. Students will construct a thesis-based essay

# of Days	Core Knowledge Indicators	CCSS/C3	Assessments
22	<p>6.01. Students describe the rise of the Ottoman Empire in the 14th, 15th, and 16th centuries.</p> <p>6.02. Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <p>6.03. Students describe the rise of English Colonial Empires.</p> <p>6.04. Students explain political and social developments in China and Japan in an era of expanding European influence.</p> <p>6.05. Students summarize political and social developments on the Indian Subcontinent during the Mughal eras and the beginnings of British political dominance</p> <p>6.06. Describe the development of feudalism and manorialism, its role in the medieval European economy, the way in which it</p>	<p><u>CCSS.ELA-LITERACY Standards:</u> RH.9-10.1-9-10.10</p> <p><u>C3 Framework Standards:</u> D4.2: Construct explanations D3.1: Sources D4.3: Present information D4.6: Analyze problems</p>	<p>Interim Assessment 2</p> <p>Core Knowledge Performance Tasks (ThinkCERCA)</p>



	<p>was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order and private property ownership.</p> <p>6.07: Explain the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England).</p> <p>6.08: Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology</p>		
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Module #7: Renaissance and Reformation

Students explore the impact of technology, science and art to expand the ideas of the old world. Students will also analyze the impact of religion on people and communities. Students will evaluate the impact of both the renaissance and reformation on historical aspects and institutions through a multimedia project.

<i># of Days</i>	<i>Core Knowledge Indicators</i>	<i>CCSS/C3</i>	<i>Assessments</i>
23	<p>7.02 Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism. Analyze the impact of the Columbian Revolution on the Old and New World</p> <p>7.03. Students analyze the historical developments of the Reformation.</p> <p>7.04 Explain how that cooperation was terminated by the he religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain).</p>	<p><u>CCSS.ELA-LITERACY</u> <u>Standards:</u> RH.9-10.1-9-10.10</p> <p><u>C3 Framework Standards:</u> D4.2: Construct explanations D3.1: Sources D4.3: Present information D4.6: Analyze problems</p>	<p>Interim Assessment 3</p> <p>Core Knowledge Performance Tasks (ThinkCERCA)</p>



Module #8: Exploration & Empires

Students will explore the rise and fall of historical empires and the rise of monarchial states. Students will conduct a trial in which they employ argumentative and evidence based writing to evaluate the impact of various empires/ monarchs.

<i># of Days</i>	<i>Core Knowledge Indicators</i>	<i>CCSS/C3</i>	<i>Assessments</i>
14	<p>8.01 Trace the political and social development of monarchies and empires, including but not limited to the Ming and Manchu dynasties, the Mongol Empire, the Ottoman Empire, and the Mogul Empire.</p> <p>8.02 Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias. Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.i.e. the transatlantic slave trade</p>	<p><u>CCSS.ELA-LITERACY</u> <u>Standards:</u> RH.9-10.1-9-10.10</p> <p><u>C3 Framework Standards:</u> D4.2: Construct explanations D3.1: Sources D4.3: Present information D4.6: Analyze problems</p>	<p>Interim Assessment 4</p> <p>Core Knowledge Performance Tasks (ThinkCERCA)</p>



Module #9: Revolutions

Students will explore the characteristics which lead to revolution through comparison of the French, Haitian, Russian Revolutions. Students will create a thesis, evidence and argument based research paper comparing and contrasting the various revolutions.

<i># of Days</i>	<i>Core Knowledge Indicators</i>	<i>CCSS/C3</i>	<i>Assessments</i>
22	<p>9.01. Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</p> <p>9.02. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.</p> <p>9.03. Students compare and contrast the Glorious Revolution of England, the American Revolution, the Spanish American Wars of Independence, and the French Revolution, and their enduring effects on the political expectations for self-government and individual liberty.</p> <p>9.04. Students describe patterns of change in Africa during the trade in slaves between Africa, Europe, and the Americas from the 17th through 18th centuries.</p> <p>9.05. Trace developments of literary, artistic, and religious</p>	<p><u>CCSS.ELA-LITERACY</u> <u>Standards:</u> RH.9-10.1-9-10.10</p> <p><u>C3 Framework Standards:</u> D4.2: Construct explanations D3.1: Sources D4.3: Present information D4.6: Analyze problems</p>	<p>Interim Assessment 4</p> <p>Core Knowledge Performance Tasks (ThinkCERCA)</p>



	<p>traditions over time as legacies of past societies or as cultural innovations.</p> <p>9.06. Explain the significance of new scientific theories, the accomplishments of leading figures (e.g., Bacon, Copernicus, Descartes, Galileo, Kepler, Linnaeus, Newton), and new inventions (e.g., the telescope, microscope, thermometer, and barometer).</p> <p>9.07 Identify and explain the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Toussaint L'Ouverture, Thomas Jefferson, and James Madison).</p> <p>9.15.2: List and explain the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789)</p>		
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