

- d) I can develop and use a model to describe how waves are reflected, absorbed, or transmitted through various materials.
- e) I can integrate qualitative information to explain that common communication devices use electromagnetic waves to encode and transmit information.

Social Studies Learning Targets

World History

Critical Thinking through Social Science

Evidence and Documentation of History

1. Explain how historians use artifacts and record keeping to show the development of advanced cultures.

- a) I can distinguish differences and similarities between archaeologist, anthropologist, paleontologist, and historians.
- b) I can categorize the characteristics and advancements over time.

Elements of Civilizations

2. Analyze characteristics of early civilizations.

- a) I can analyze technology and inventions.
- b) I can compare division of labor/social classes between ancient river civilizations.
- c) I can distinguish between the ancient river civilizations development of government.
- d) I can compare the different language/writing systems of the ancient civilizations.
- e) I can recognize the geographic challenges pertaining to the ancient river civilization.

3. Compare the development of early world religions, and philosophies.

- a) I can identify the key beliefs of Buddhism.
- b) I can identify the key beliefs of Hinduism.
- c) I can compare/contrast similarities and differences between Buddhism and Hinduism.
- d) I can recognize the key beliefs of Judaism.
- e) I can identify the key beliefs of Islam.
- f) I can correlate the beliefs that Judaism, Christianity, and Islam share.
- g) I can connect how the world religions, migration, and trade are interconnected.

4. Compare early civilizations in the Americas

- a) Compare and contrast the Zapotec, Mesoamericans, and Andes civilizations.
- b) Describe geographical and political challenges of early American civilizations.

Power and Influence of Ancient Civilizations

5. Explain how the four river civilizations gained power and formed empires.

- a) I can trace the unification of upper and lower Egypt.
- b) I can give examples of early governments in Mesopotamia.
- c) I can identify strong central government in Harappa.
- d) I can demonstrate the Dynastic Cycle in Ancient China and tell how it related to a change in government leadership.

6. Describe the rise and influence of the Byzantine and Asian Empire

- a) I can identify the ruling elite of the Byzantine Empire.
- b) I can describe changes in the Byzantine Empire.
- c) I can connect the Byzantine and early Russian Empires.
- d) I can identify the unification of China.
- e) I can debate the role that Shia Huangdi had on the Chinese people.
- f) I can describe the spread of Chinese culture to neighboring people groups.

7. Analyze the characteristics of Ancient Greece.

- a) I can determine the impact that the physical challenges had on the environment and the people of Ancient Greece.
- b) I can infer the significance of a place in connection with a historical event that occurred there.
- c) I can connect Greek city-states through their shared belief in Mythology.
- d) I can demonstrate how ancient Greek mythology has impacted cultures throughout history in various forms.
- e) I can research the different epics and myths of Greek mythology.
- f) I can identify the two earliest Greek civilizations.
- g) I can explain the importance of the major Greek philosophers and their affects on the Western world: Socrates, Plato, Aristotle, and Hippocrates.
- h) I can describe the role that culture played on Greek society.
- i) I can compare and contrast the daily life of Spartans and Athenians.
- j) I can compare and contrast the characteristics of a monarchy, democracy, aristocracy, and oligarchy.
- k) I can show how in times of crisis or war Greek city-states combined and connected.
- l) I can identify the spread of Greek culture through the conquest of Alexander the Great.

8. Distinguish the characteristics of the Roman Empire and their impact on the western world.

- a) I can describe the impact that physical challenges had on the environment and the people of the Roman Empire.
- b) I can connect the significance of a place with an event pertaining to the expansion of the Roman Empire.
- c) I can compare and contrast the major religions of the Roman Empire.
- d) I can differentiate between the different aspects of the Roman Republic.
- e) I can identify the major Roman Emperors and government leaders and their contributions to the Empire.
- f) I can state different laws that helped shape the Roman Empire.
- g) I can trace the expansion of the Roman Empire through military conquest.
- h) I can show the role of the Arts in the Roman Empire.
- i) I can describe daily life in the Roman Empire.
- j) I can recognize the importance of philosophy and education in the Roman Empire.
- k) I can explain how Roman contributions in technology helped shape the Western world.

9. List reasons for the downfall of the Roman Empire

- a) I can describe the military conquests that led to the downfall of the Roman Empire.
- b) I can describe the internal conflicts that led to the fall of the Roman Empire.

10. Recognize the changes in the social and political structure in Europe through the Middle Ages.

- a) I can identify the role of the Dark Ages and the loss of knowledge during that time.
- b) I can create a graphic organizer displaying the hierarchy of the Feudalism system in the Middle Ages.

- c) I can examine the role the manor system played in the Middle Ages.
- d) I can identify the unique culture and architecture that developed during the Middle Ages.
- e) I can analyze the role of Christendom and its influence on political and social structures during the Middle Ages.
- f) I can recognize changes and developments in technology and commercial society.
- g) I can break down the impact that the great plague had on people of the Middle Ages.
- h) I can outline the political and religious conquest known as the Crusades.
- i) I can identify major invasions during the Middle Ages and problems that arose from invasions.
- j) I can connect the Great Schism to the cause of the 100 Years War.

11. Examine how events and conditions of the late Middle Ages fostered political and economic changes and led to the origins of the Renaissance.

- a) I can identify the role and changes within the Catholic Church.
- b) I can review the changes in society through the late Middle Ages.
- c) I can describe the reasons for a break down in the Manor system and the beginning of the European Nations.

12. Implement argument, research and interpretations of content throughout the Social Studies Curriculum.

- a) I can interpret primary and secondary documents through multiple print and digital resources.
- b) I can assess leadership qualities and their influences on society.
- c) I can evaluate sources of information to identify opinion, bias, and prejudice.
- d) I can determine argument based on central questions and evidence.
- e) I can defend multiple points of view based on central questions and evidence and draw conclusions through writing.

- f) I can compose an informative/explanatory piece of writing that displays my understanding of a historical event.
- g) I can identify characteristics of an informed and responsible citizen.
- h) I can make connections between the past and modern worlds.
- i) I can analyze content through charts, graphs and maps.