



School District of Horicon

Course Outline

Learning Targets

World Studies

UNIT: 0 Part A Historical Themes/Study Skills/Periodization

- The student will identify how various study skills are used to facilitate learning.
- The student will identify the various components of each historical theme.
- The student will identify the difference between B.C.E. (B.C.) and C.E. (A.C.) on a timeline.
- The student will identify the main periods of world history.

UNIT: 0 Part B Foundations of Geography

- The student will describe how geographic knowledge is still relevant today despite technological changes.
- The student will describe how maps can depict bias and inaccurate understandings of global regions.
- The student will locate, on a map, the historical, physical, and political features relevant to classroom content.
- The student will identify the five themes of geography and how they are interconnected.
- The student will describe the themes of geography and how they are interconnected.
- The student will analyze how landforms change over time through human-environment interactions.
- The student will differentiate between climate, physical, political, resource, road, and topographic maps.
- The student will identify absolute locations using latitude and longitude.
- The student will locate the equator, the Prime Meridian, The Arctic and Antarctic Circles, The Tropic of Cancer and Capricorn, as well as the different hemispheres that divide the globe.
- The student will describe how maps and globes are a reflection of historical, political, and economic conditions present in a region or location.
- The student will describe how demographic factors (e.g., birth and death rate) impacts the standard of living of a particular nation or region.

UNIT: 1 Historical Narrative and Frames

- The student will describe how historians create narratives to explain historical events and processes.
- The student will describe how historians frame history by creating narratives of different scales of time and space.
- The student will describe the limitations associated with the study of history.
- The student will describe the importance of historical learning and its continued relevance in the current century.
- The student will describe the difference between a fact, opinion, and argument.
- The student will describe how historians (and others) evaluate claims.

- The student will describe how historians create narratives to explain historical events and processes.
- The student will describe how historians analyze both primary and secondary sources (written and non-written), to make claims supported by evidence and explanation.
- The student will describe how historians use reasoning processes (cause/effect, continuity/change, similarities/differences) to analyze historical topics, events, and outcomes.
- The student will how historians analyze both primary and secondary sources (written and non-written), through the skills of sourcing and contextualization.

UNIT: 2 Early Humans (Paleolithic and Neolithic Eras)

- The student will describe the positive and negative aspects of different types of human communities and how foraging, pastoral, and farming communities interacted.
- The student will describe how farming led to the formation of complex, organized societies.
- Evaluate, create, and support arguments using historical evidence for why many early human communities made the switch from foraging to farming.

UNIT: 3 Cities, Societies, and Empires

- The student will describe why certain human communities began to organize into more complex societies, states, and empires.
- The student will describe how trade networks expanded during this era.
- The student will describe the spread of shared belief systems and how these beliefs shaped the formation of societies.
- The student will describe the common characteristics of societies, such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.
- The student will describe human migration patterns during this era and explain how cultural interactions highlight societies' similarities and differences.
- The student will use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.

UNIT: 4 Regional Webs

- The student will analyze the historical narrative of the rise and fall of societies.
- The student will describe why networks of interaction both increased and decreased during this era.
- The student will describe how new innovations in technology and transportation affected trade networks and human communities.
- The student will describe the formation and spread of Islam and how this belief system influenced communities and networks.
- The student will use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate these historical events and processes.
- The student will evaluate the narrative of the "Dark Ages" by analyzing and using evidence from multiple sources to support historical thinking.

Students will be able to meet the learning targets above as evidenced by formative and summative classroom assessments.