World History Tutorials offer targeted instruction, practice, and review designed to build middle school students' knowledge of world history from the Neolithic Revolution through the Middle Ages. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing their ability to analyze historical content, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas about world history accessible through focused content, guided analysis, multi-modal representations, and personalized feedback. The Review It offers a high-impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

This Tutorial is built to state standards.

Unit 1: Human Origins

- **THE NEOLITHIC REVOLUTION**
  - WHI.1.a: The student will apply history and social science skills to describe the period from the Paleolithic era into the Neolithic era by describing the archaeological evidence of the first human and their geographic locations;
  - WHI.1.b: The student will apply history and social science skills to describe the period from the Paleolithic era into the Neolithic era by explaining the effect that geography had on the emergence and migration of hunter-gatherer societies;
  - WHI.1.c: The student will apply history and social science skills to describe the period from the Paleolithic era into the Neolithic era by describing characteristics of hunter-gatherer societies, including their use of tools and fire;
  - WHI.1.e: The student will apply history and social science skills to describe the period from the Paleolithic era into the Neolithic era by analyzing how archaeological discoveries change current understanding of early societies.
- **THE DEVELOPMENT OF CIVILIZATIONS**
  - WHI.c: The student will apply history and social science skills to the content by questioning to construct arguments, using evidence from multiple sources;
  - WHI.1.d: The student will apply history and social science skills to describe the period from the Paleolithic era into the Neolithic era by analyzing how technological and social developments gave rise to sedentary settlements; and

Copyright© Edmentum Inc. All Rights Reserved.

Unit 2: Mesopotamian and the Nile Civilizations

- **EARLY MESOPOTAMIAN CIVILIZATIONS**
  - WHI.2.b: The student will apply history and social science skills to describe early societies in the Fertile Crescent by locating and explaining the development of Mesopotamia;
- **LATER MESOPOTAMIAN CIVILIZATIONS**
  - WHI.2.d: The student will apply history and social science skills to describe early societies in the Fertile Crescent by describing the development of the Phoenicians.
- **NILE RIVER CIVILIZATIONS**
  - WHI.2.a: The student will apply history and social science skills to describe early societies in the Fertile Crescent by locating and explaining the development of Egypt and Nubia;

Unit 3: Ancient China and India

- **ANCIENT CHINA**
  - WHI.3.a: The student will apply history and social science skills to describe ancient Asian societies by analyzing the impact of geography on the development of ancient India and China, including locating them in time and place and describing their major geographic features;
- **ANCIENT INDIA**
  - WHI.3.b: The student will apply history and social science skills to describe ancient Asian societies by describing the social, cultural, political, and economic characteristics that define the societies of the Indian subcontinent including, but not limited to contributions and the concepts of varna and Jati;

Unit 4: Major World Religions 1

- **HINDUISM**
  - WHI.3.c: The student will apply history and social science skills to describe ancient Asian societies by describing the origins, beliefs, customs, and spread of Hinduism;
- **BUDDHISM**
  - WHI.3.d: The student will apply history and social science skills to describe ancient Asian societies by describing the origins, beliefs, customs, and spread of Buddhism;
- **CONFUCIANISM AND DAOISM**
  - WHI.3.f: The student will apply history and social science skills to describe ancient Asian societies by describing the influence of Confucianism, Taoism, and Legalism.

Unit 5: Major World Religions 2

- **JUDAISM**
  - WHI.2.c: The student will apply history and social science skills to describe early societies in the Fertile Crescent by describing the development of the Israelites and the origins, beliefs, traditions, customs, persecution, and spread of Judaism; and
- **CHRISTIANITY**

Copyright© Edmentum Inc. All Rights Reserved.

- WHI.5.d: The student will apply history and social science skills to understand Rome and the Byzantine Empire by describing the origins, beliefs, customs, and spread of Christianity, including the persecution and eventual adoption and transmission of Christianity and the New Testament, differences between the Eastern and Western churches, and the influence of Christianity throughout Europe, Middle Asia, the Middle East, and North Africa; and
- WHI.11.b: The student will apply history and social science skills to analyze the conflict and cooperation between the papacy and European monarchs by analyzing the reasons for the Great Schism in 1054;

- **ISLAM**
  - WHI.6.a: The student will apply history and social science skills to understand Islamic societies by identifying the physical features and describing the relationship between climate, land and surrounding bodies of water, as well as nomadic and sedentary ways of life of the Arabian Peninsula;
  - WHI.6.b: The student will apply history and social science skills to understand Islamic societies by describing the origins, beliefs, traditions, customs, persecution, and spread of Islam;
  - WHI.6.c: The student will apply history and social science skills to understand Islamic societies by explaining the significance of the Quran and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims daily lives;

Unit 6: Classical China and India

- **CLASSICAL CHINA**
  - WHI.3.e: The student will apply history and social science skills to describe ancient Asian societies by describing the social, cultural, political, and economic development of ancient China; and
- **CLASSICAL INDIA**
  - WHI.3.c: The student will apply history and social science skills to describe ancient Asian societies by describing the origins, beliefs, customs, and spread of Hinduism;
  - WHI.3.d: The student will apply history and social science skills to describe ancient Asian societies by describing the origins, beliefs, customs, and spread of Buddhism;

Unit 7: Classical Greece and Rome

- **CLASSICAL GREECE**
  - WHI.4.a: The student will apply history and social science skills to understand Persia and Greece by describing the major geographic features of the region and analyzing the effect that geography had on its development;
  - WHI.4.b: The student will apply history and social science skills to understand Persia and Greece by describing the social, cultural, political, and economic aspects of ancient Persia;
  - WHI.4.c: The student will apply history and social science skills to understand Persia and Greece by describing the social, cultural, political, and economic development of Greece including but not limited to the significance of Athens and Sparta, the development of citizenship, and the different forms of democracy;

Copyright© Edmentum Inc. All Rights Reserved.

- WHI.4.d: The student will apply history and social science skills to understand Persia and Greece by evaluating the causes and consequences of the Persian and Peloponnesian wars;
- WHI.4.e: The student will apply history and social science skills to understand Persia and Greece by evaluating the significance of Alexander the Greats conquest of Greece and the formation and the spread of Hellenistic culture; and
- WHI.4.f: The student will apply history and social science skills to understand Persia and Greece by explaining the influence of ancient Greek contributions including, but not limited to science, art, architecture, philosophy, and mathematics on the present day.

- **THE ROMAN EMPIRE**
  - WHI.5.a: The student will apply history and social science skills to understand Rome and the Byzantine Empire by describing the influence of geography on Romes development and the factors that threatened territorial cohesion;
- **LIFE IN THE ROMAN EMPIRE**
  - WHI.5.b: The student will apply history and social science skills to understand Rome and the Byzantine Empire by comparing and contrasting the political, social and religious structure and development of the Roman Republic and the Roman Empire;
  - WHI.5.e: The student will apply history and social science skills to understand Rome and the Byzantine Empire by explaining the influence of Rome including, but not limited to citizenship, slavery, Roman law and guaranteed rights, Roman art, architecture, engineering, and philosophy.

Unit 8: Postclassical Asia

- **POSTCLASSICAL CHINA**
  - WHI.7.a: The student will apply history and social science skills to understand the civilizations of China in the Middle Ages by describing the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan;
  - WHI.7.b: The student will apply history and social science skills to understand the civilizations of China in the Middle Ages by describing agricultural, technological, and commercial developments during the Tang and Sung periods;
  - WHI.7.f: The student will apply history and social science skills to understand the civilizations of China in the Middle Ages by describing the development of the imperial state and the scholar-official class.
- **THE MONGOL EMPIRE**
  - WHI.7.c: The student will apply history and social science skills to understand the civilizations of China in the Middle Ages by analyzing the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods;
  - WHI.7.d: The student will apply history and social science skills to understand the civilizations of China in the Middle Ages by explaining the importance of overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty;

Copyright© Edmentum Inc. All Rights Reserved.

- WHI.7.e: The student will apply history and social science skills to understand the civilizations of China in the Middle Ages by tracing the historic influence of the tea trade, the manufacture of paper, the development of woodblock printing, invention of the compass, and the invention of gunpowder; and

- **FEUDAL JAPAN**
  - WHI.9.a: The student will apply history and social science skills to understand the civilizations of medieval Japan by describing the significance of Japans proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan;
  - WHI.9.b: The student will apply history and social science skills to understand the civilizations of medieval Japan by discussing the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign;
  - WHI.9.c: The student will apply history and social science skills to understand the civilizations of medieval Japan by describing the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the 21st century;
  - WHI.9.d: The student will apply history and social science skills to understand the civilizations of medieval Japan by tracing the development of distinctive forms of Japanese Buddhism;
  - WHI.9.e: The student will apply history and social science skills to understand the civilizations of medieval Japan by examining the ninth and 10th centuries golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibus Tale of Genji; and
  - WHI.9.f: The student will apply history and social science skills to understand the civilizations of medieval Japan by analyzing the rise of a military society in the late 12th century and the role of the samurai in that society.

Unit 9: Africa and the Middle East

- **ISLAMIC CIVILIZATIONS**
  - WHI.6.d: The student will apply history and social science skills to understand Islamic societies by describing the expansion of territory under Muslim rule, the spread of Islam and the Arabic language among people in these territories, and the cultural and religious acceptance of Islam and the Arabic language; and
  - WHI.6.e: The student will apply history and social science skills to understand Islamic societies by describing the growth of cities and the role of merchants in Muslim society and the expansion of trade routes in Asia, Africa, Europe, and the Indian Ocean and identifying the products and inventions that traveled along these routes, including spices, textiles, paper, steel, and new crops.

- **SUB-SAHARAN AFRICAN CIVILIZATIONS**
  - WHI.8.a: The student will apply history and social science skills to describe the sub-Saharan civilizations of Ghana and Mali in medieval Africa by describing the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and enslaved people, as well as the growth of the Ghana and Mali empires;

Copyright© Edmentum Inc. All Rights Reserved.

- WHI.8.b: The student will apply history and social science skills to describe the sub-Saharan civilizations of Ghana and Mali in medieval Africa by analyzing the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa;
- WHI.8.c: The student will apply history and social science skills to describe the sub-Saharan civilizations of Ghana and Mali in medieval Africa by describing the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islam;
- WHI.8.d: The student will apply history and social science skills to describe the sub-Saharan civilizations of Ghana and Mali in medieval Africa by tracing the growth of the Arabic language in government, trade, and Islam; and
- WHI.8.e: The student will apply history and social science skills to describe the sub-Saharan civilizations of Ghana and Mali in medieval Africa by describing the importance of written and oral traditions in the transmission of African history and culture.

Unit 10: The Americas

- **SOUTH AMERICAN CIVILIZATIONS**
  - WHI.12.a: The student will apply history and social science skills to understand the Mesoamerican and Andean civilizations by describing the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and the development of urban societies;
  - WHI.12.c: The student will apply history and social science skills to understand the Mesoamerican and Andean civilizations by describing the artistic and oral traditions and architecture in the three civilizations;
- **MESOAMERICAN CIVILIZATIONS**
  - WHI.12.d: The student will apply history and social science skills to understand the Mesoamerican and Andean civilizations by describing the Mesoamerican achievements in astronomy and mathematics, including the development of the calendar and the effects of Mesoamerican knowledge of seasonal changes to the civilizations agricultural systems; and
  - WHI.12.e: The student will apply history and social science skills to understand the Mesoamerican and Andean civilizations by examining the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
- **NORTH AMERICAN CIVILIZATIONS**
  - WHI.12.b: The student will apply history and social science skills to understand the Mesoamerican and Andean civilizations by explaining how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish;

Unit 11: Europe in the Middle Ages

- **THE BYZANTINE EMPIRE**
  - WHI.5.c: The student will apply history and social science skills to understand Rome and the Byzantine Empire by describing the social, cultural, political, and economic development of the Byzantine Empire

Copyright© Edmentum Inc. All Rights Reserved.

including, but not limited to the establishment of Constantinople, and the eventual division of the Roman Empire;

- **FEUDAL EUROPE**
  - WHI.10.a: The student will apply history and social science skills to understand the civilizations of medieval Europe by describing the geography of the European and Eurasian landmass, including location, topography, waterways, vegetation, and climate, and their relationship to ways of life in medieval Europe;
  - WHI.10.b: The student will apply history and social science skills to understand the civilizations of medieval Europe by describing the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire; and
  - WHI.10.c: The student will apply history and social science skills to understand the civilizations of medieval Europe by explaining the development and role of feudalism in the medieval European economy and the role of the manor as the center of feudal relationships at the foundation of the political order; and
  - WHI.10.d: The student will apply history and social science skills to understand the civilizations of medieval Europe by describing the growth of towns and trade as Europe emerged from feudalism.
  - WHI.11.a: The student will apply history and social science skills to analyze the conflict and cooperation between the papacy and European monarchs by explaining the significance of developments in medieval English legal and constitutional practices including, but not limited to the Magna Carta, parliaments, development of habeas corpus, and independent judiciary in England;
- **THE CRUSADES**
  - WHI.11.c: The student will apply history and social science skills to analyze the conflict and cooperation between the papacy and European monarchs by tracing the causes and course of the Crusades and the effects on the Christian, Muslim, and Jewish populations in Europe and territorial claims;
  - WHI.11.d: The student will apply history and social science skills to analyze the conflict and cooperation between the papacy and European monarchs by describing the decline of Muslim rule in the Iberian Peninsula that resulted in the expansion of Christian rule and the rise of Spanish and Portuguese kingdoms; and
  - WHI.11.e: The student will apply history and social science skills to analyze the conflict and cooperation between the papacy and European monarchs by explaining the importance of the Catholic church as a political and intellectual institution, and its effects on education, religious orders, preservation of languages and texts, and philosophy.

Unit 12: Civics and Economics

- **GOVERNMENT IN EARLY WORLD HISTORY**
  - WHI.13.a: The student will apply history and social science skills to understand the factors contributing to the European Renaissance by determining the economic, political, philosophical, and

Copyright© Edmentum Inc. All Rights Reserved.

cultural foundations of the Italian Renaissance;

- **TRADE AND CULTURAL EXCHANGE IN WORLD HISTORY**
  - WHI.13.b: The student will apply history and social science skills to understand the factors contributing to the European Renaissance by sequencing events related to the rise of Italian city-states and their political development, including Machiavellis theory of governing; and
  - WHI.13.c: The student will apply history and social science skills to understand the factors contributing to the European Renaissance by analyzing the contributions of artists and philosophers of the Italian Renaissance, including Leonardo da Vinci, Michelangelo, and Petrarch.

Unit 13: Sources and Credibility

- **READING HISTORICAL EVIDENCE**
  - WHI.a: The student will apply history and social science skills to the content by selecting and synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams related to events in world history;
  - WHI.j: The student will apply history and social science skills to the content by contextualizing and corroborating sources to evaluate sources for credibility, propaganda, and bias to determine patterns and trends to understand the ancient world.

Copyright© Edmentum Inc. All Rights Reserved.