

WORLD HISTORY

Grades 10-12

2 Semesters

Overview: Students will learn the history of the major cultures and societies of the world from Ancient Greece to the present, with an emphasis on Western Civilizations. Historical perspective is explored on major world events, movements, and conditions. This course is intended to develop in the student an understanding and appreciation of the current world through the historical lens of past cultures/societies. The course emphasizes historical thinking skills within the context of world history.

Big Ideas:

1. The origins of modern world events, issues, and conflicts are rooted in the past.
2. Human cultural, economical, and social elements reflect a continuity from the past.
3. Western traditions of democracy and individualism emerged from classical civilizations.
4. European, African, Asian, South American and North American cultures developed in different ways at different times.
5. Globalization (the interaction between people/cultures from around the world) expands rapidly.
6. Biological and cultural exchanges introduce new foods, diseases, ideas to regions where they did not exist before.
7. The nation state becomes the dominant geopolitical unit
8. Technological innovations give Western nations the opportunity to dominate and influence all regions of the world.
9. The period 1900-1950 included two world wars and the emergence of the Nuclear Age.
10. How the effects of the post WWII (Cold War) era continues to influence world events today.
11. The Post-Cold War world is continually changing as people and cultures strive to survive

Essential Questions:

1. How does the past affect me?
2. Why do we share common values and beliefs with ancient peoples?
3. How has democracy and individualism influenced the modern world?
4. Why did different regions of the world develop at different times?
5. How does trade with other countries affect you today?
6. Why do people around the world today enjoy foods, music, and other cultural elements from other regions of the world?
7. Why are there so few empires or kingdoms in the world today?
8. How is technology changing today and what effects are those changes having on modern peoples and you?
9. Why are WWI and WWII considered modern wars?
10. How did they change the way we live?

11. Why is democracy the dominant political system in the world today?
 12. How has the world changed in your lifetime?

Units of Study	Key Concepts	Suggested Resources
Beginnings & Early Civilizations	1.1 Big Geography and the Peopling of the Earth 1.2 The Neolithic Revolution and Early Agricultural Societies 1.3 The development and interactions of early agricultural, pastoral and Urban Societies 1.4 The development and codification of religious and cultural traditions	
Classical Civilizations	2.1 The development of States and Empires 2.2 Emergence of Trans-regional networks of Communication and Exchange	
Regional Development (European/Medieval)	European, African, Asian, South American and North American cultures developed in different ways at different times	
Global Interactions (Age of Exploration, Discovery and Colonization)	Globalization (the interaction between people/cultures from around the world) expands rapidly. Biological and cultural exchanges introduce new foods, diseases, ideas to regions where they did not exist before	
Age of Revolution	The nation state becomes the dominant geopolitical unit	
Industrialization & Imperialism	6.1 Global Migration 6.2 Industrialization and Global Capitalism 6.3 Science and the Environment	
World at War	7.1 Global Conflicts and Their Consequences	
Modern Era (Post WWII)	8.1 New Conceptualizations of Global Economy, Society, and Culture.	

Vocabulary: Primary Source, secondary source, compare/contrast, cause/effect, central idea, bias/point of view, thesis/claim, formal voice, supporting fact, plagiarism, citation, reliable source, Economic, social, political, empire, oligarchy, republic, democracy, religion Buddhism, Judaism, Christianity, Islam, Hinduism, Confucianism, autocracy, crusades, dynasty, theocracy, monarchy, feudalism, exploration, globalization, Renaissance, Reformation, Silk Road, epidemic capitalism, African kingdoms, Columbian, Exchange, Ottoman Empire, imperialism, Atlantic Slave Triangle, revolution, reform, scientific revolution, enlightenment, nation-state, absolutism, nationalist, limited monarchy, Magna Carta, democratic principles, Tang Dynasty, secular, anti-Semitism, theocracy.

Alaska Gov’t and Citizenship Standards

GC.A A student should know and understand how societies define authority, rights, and responsibilities through governmental process.

- 1) Understand the necessity and purpose of government.
- 2) Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.

GC.B. A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.

- 3) Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights.
- 4) Know how power is shared in the United States' constitutional government at the federal, state, and local levels

GC.C A student should understand the character of government of the state.

- 1) understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property;
- 6) understand the importance of the multicultural nature of the state.

GC.D A student should understand the role of the United States in international affairs.

- 1) Analyze how domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries;
- 5) Analyze the causes, consequences, and possible solutions to current international issues.

GC.E A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

- 3) Exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns and voting;
- 7) Implement ways of solving problems and resolving conflict.

GC.F A student should understand the economies of the United States and the state and their relationships to the global economy.

- 5) Understand the basic concepts of supply and demand, the market system, and profit;

GC.G A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.

- 1) Apply economic principles to actual world situations.
- 3) Identify and compare the costs and benefits when making choices.

History Standards

H.A A student should understand that history is a record of human experiences that links the past to the present and the future.

5. Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.
7. Understand that history is dynamic and composed of key turning points.

H.B A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

1) Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:

- a.** the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations.
- b.** human communities and their relationships with climate, subsistence base, resources, geography, and technology.
- c.** the origin and impact of ideologies, religions, and institutions upon human societies.
- d.** the consequences of peace and violent conflict to societies and their cultures; and
- e.** major developments in societies as well as changing patterns related to class, ethnicity, race, and gender.

H.C. A student should develop the skills and processes of historical inquiry.

- 1)** Use appropriate technology to access, retrieve, organize, and present historical information; apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record;.
- 4)** Use historical perspective to solve problems, make decisions, and understand other traditions.

H.D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

- 4)** Recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context.

Cultural Standards

CS.A Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.

- 7)** Determine the place of their cultural community in the regional, state, national, and international political and economic systems.

CS.B Culturally knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success.

- 1)** Throughout life. acquire insights from other cultures without diminishing the integrity of their own.

CS.C Culturally knowledgeable students are able to actively participate in various cultural environments.

- 1)** Perform subsistence activities in ways that are appropriate to local cultural traditions.
- 3)** Attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being; and
- 4)** Enter into and function effectively in a variety of cultural settings.

CS.D Culturally knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

- 5) Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.
- 6) Engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

CS.E Culturally knowledgeable Students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

- 7) Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.

Geography Standards

GY.A A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

- 1) Use maps and globes to locate places and regions.
- 5) Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.

GY.B A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

- 3) Relate how people create similarities and differences among places.
- 7) Understand that a region is a distinct area defined by one or more cultural or physical features.

GY.C. A student should understand the dynamic and interactive natural forces that shape the Earth's environments.

- 3) Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.

GY.D A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.

- 4) Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.

Library- Information Literacy Standards

L/IL.A A student should understand how information and resources are organized.

- 5) Identify and use search strategies and terms that will produce successful results.

L/IL.D A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.

- 4) Evaluate information representing diverse views in order to make informed decisions.

L/IL.E A student should understand ethical, legal, and social behavior with respect to information resources.

3) Understand and respect intellectual property rights and copyright laws.

Priority Reading Standards

R.KI.9-10.2 Determine the central ideas or information of a primary or secondary source; provide accurate summary of how key events or ideas develop over the course of the text.

R.CS.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

R.IK.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

R.RR.9-10.10 By the end of grade 10, read and comprehend complexity band independently and proficiently.

Priority Writing Standards:

W.TT.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)

W.PD.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.RB.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.RB.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.RW.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

