

World History: 9-12

Course Description: In World History High School, students study the history of humankind with a more concentrated focus from the Renaissance to present day. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes. Students will utilize different methods that historians use to interpret the past, including points of view and historical context.

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Learning Expectations:

The student will

- 1.1 understand the multi-cultural components to world culture.
- 1.2 understand the development and migration of art, architecture, language, religion, music and theater.
- 1.3 understand the ways in which individuals and groups contributed to changes in social conditions.
- 1.4 examine how various individuals and groups use methods to diminish cultural elements and eradicate entire groups.

Performance Indicators:

1.1 understand the multi-cultural components to world culture.

At Level 1, the student is able to

- recognize various cultural groups such as Western, Asian, African, Middle Eastern and indigenous.

At Level 2, the student is able to

- compare and contrast diverse world cultures in order to identify, comprehend, and appreciate the contributions of various cultural groups.

At Level 3, the student is able to

- evaluate the idea that cultures both enhance and impede individuals and groups in societal and global interactions.

1.2 understand the development and migration of art, architecture, language, religion, music and theater.

At Level 1, the student is able to

- list several major cultural works from each of the world cultural groups.

At Level 2, the student is able to

- explain the connection between artistic and or religious expression, language usage and cultural development.

At Level 3, the student is able to

- study original works, which reflect a historical understanding of diverse cultures.

1.3 understand the ways in which individuals and groups contributed to changes in social conditions.

At Level 1, the student is able to

- list examples of changes in social conditions such as education, morality, living conditions, working conditions, and gender roles.

At Level 2, the student is able to

- analyze the effects of changes in social conditions on economic, social, political and cultural aspects of societies.

At Level 3, the student is able to

- identify a current social issue and create a plan for reform.

1.4 examine how various individuals and groups use methods to diminish cultural elements and eradicate entire groups.

At Level 1, the student is able to

- identify specific examples of genocide such as the Holocaust.

At Level 2, the student is able to

- examine major methods used by the Nazis against the Jews during the Holocaust, including the use of propaganda, official sanction, expropriation of property, persecution, and genocide.

At Level 3, the student is able to

- evaluate the methods of ethnic cleansing used in the contemporary settings of the former Yugoslavia and Rwanda.

Sample Tasks:

The students will choose an element of culture such as art, architecture, or music. They will then design for each of the major cultures studied a sample of artwork consistent with the cultures for each of group. At the end of the course, students will have a portfolio of works consistent with each culture that can be used for comparison of the various cultures. For example a student might complete paintings that would be consistent with the artworks of various cultures and then use the artworks to compare the various cultures studied. Students could also build models of the architecture of the various cultural groups. Advanced students might create songs consistent with the cultures or complete artworks that focus on a specific theme such as representations of religious beliefs.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

- 2.1 understand the major economic systems that developed globally.
- 2.2 recognize the importance of technologies for economic development.
- 2.3 understand the impact of the Industrial Revolution on the global economy.
- 2.4 understand the rapid change of the global economy after the Industrial Revolution in the 20th century.
- 2.5 understand the contribution of individuals to the economy systems of the world.

Performance Indicators:

2.1 understand the major economic systems that developed globally.

At Level 1, the student is able to

- describe the basic components of economic systems such as monetary systems and methods of value determinations.

At Level 2, the student is able to

- explain the origins and development of major economic systems.

At Level 3, the student is able to

- test and critique various economic systems through simulations.

2.2 recognize the importance of technologies for economic development.

At Level 1, the student is able to

- define technology and list examples of technological developments.

At Level 2, the student is able to

- analyze how various technological developments impact economic systems.

At Level 3, the student is able to

- rank the importance and impact of various technological developments.

2.3 understand the impact of the Industrial Revolution on the global economy.

At Level 1, the student is able to

- identify the economic and production components of the Industrial Revolution.

At Level 2, the student is able to

- analyze the change from individual production to mass production and examine factors that led to the spread of industrialization throughout the world's economies.

At Level 3, the student is able to

- determine and weigh the factors that contributed most to the development of the global industrial economy.

2.4 understand the rapid change of the global economy after the Industrial Revolution in the 20th century.

At Level 1, the student is able to

- identify the basic components of an industrialized economy such energy sources, resource use, production methods, and distribution methods.

At Level 2, the student is able to

- explain the rapid industrialization of the global economy by synthesizing the factors leading to and components of an industrialized economy.

At Level 3, the student is able to

- determine the effect that the industrialized economy has had on historical events in the 20th century.

2.5 understand the contribution of individuals to the economy systems of the world.

At Level 1, the student is able to

- identify several systems of labor and production such as slavery, indentured servants, pre-industrial crafts, and mass production.

At Level 2, the student is able to

- examine the conditions under which individuals worked in the various labor systems.

At Level 3, the student is able to

- evaluate the impact of various labor organizations on working conditions.

Sample Tasks:

The students will participate in a teacher created simulation of various types of economies. The teacher will use a variety of objects as rewards for classroom participation. The students would then have the ability to trade the objects among themselves or with the teacher thus establishing the relative worth of various objects and illustrating a barter economy. Later as the teacher moves into more modern economic systems, instead of objects the teacher could create paper money and assign worth to the paper money in the form of extra credit points or options such as skipping a question on the test. A certain amount of the paper money could be required for various activities thus introducing the students to the central concepts of market economy systems.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

- 3.1 understand the importance of physical geographic features on world historic events.
- 3.2 understand human geographic interactions and their impact on world historic events.
- 3.3 understand the importance of population growth and distribution on world historic events.

Performance Indicators:

3.1 understand the importance of physical geographic features on world historic events.

At Level 1, the student is able to

- recognize and name major physical geographic features.

At Level 2, the student is able to

- examine the ways in which physical geographic features influence interaction of individuals and civilizations.

At Level 3, the student is able to

- assess the relative importance of physical geographic features on world historic and current events.

3.2 understand human geographic interactions and their impact on world historic events.

At Level 1, the student is able to

- recall examples of exploration, conquest, urbanization, migration environmental impacts and cultural adaptations.

At Level 2, the student is able to

- analyze factors related to human geographic interaction including patterns of exploration, conquest, urbanization, migration, environmental impacts, and cultural adaptations.

At Level 3, the student is able to

- determine which factors have been most significant in the development of the modern world.

3.3 understand the importance of population growth and distribution on world historic events.

At Level 1, the student is able to

- describe the development of populations by recognizing the impact of physical geographic features and natural occurrences.

At Level 2, the student is able to

- examine the impact of natural disasters, plagues, and diseases on world historic events.

At Level 3, the student is able to

- assess immediate and long-term consequences of natural disasters, plagues, and disease on population growth and distribution.

Sample Tasks:

Students using population statistics found on the web or in reference books will create graphs showing the nature of the population growth over the course of World History. Individual graphs might include an analysis of the population growth of an individual country over time with an emphasis on recognizing the factors that lead to this growth. Students could also complete population pyramids for various developed and developing nations to understand how populations in various countries vary.

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

- 4.1 understand the development of major systems of world governance.
- 4.2 understand how individuals are affected differently by varied forms of governance.
- 4.3 understand the development of nation-state governments.
- 4.4 understand the emergence of world governmental organizations.

Performance Indicators:

4.1 understand the development of major systems of world governance.

At Level 1, the student is able to

- distinguish between various governance and legal systems such as democracy, dictatorial fascism, feudalism, manorialism, monarchy, theocracy, totalitarian, and tribal systems.

At Level 2, the student is able to

- analyze the origins and evolution of these major systems of world governance including an understanding of the philosophical tenets which influence political thought such as ancient Greece, Early Rome, Enlightenment, and the 19th and 20th century political philosophers.

At Level 3, the student is able to

- rate the implementation and relative success of governance systems.

4.2 understand how individuals are affected differently by varied forms of governance.

At Level 1, the student is able to

- recognize the role of individuals in governance.

At Level 2, the student is able to

- compare and contrast roles of individuals in different forms of governance.

At Level 3, the student is able to

- assess how the role of individual changed throughout history in different societies.

4.3 understand the development of nation-state governments.

At Level 1, the student is able to

- define the term nation state and recall examples of nation-state governments.

At Level 2, the student is able to

- examine the origins and evolution of nation-states.

At Level 3, the student is able to

- assess the validity of the factors that led to creation of nation-states.

4.4 understand the emergence of world governmental organizations.

At Level 1, the student is able to

- identify major world governmental organizations such as NATO, United Nations, European Union, and OPEC.

At Level 2, the student is able to

- analyze the origins, development and successes of varied world governmental organizations.

At Level 3, the student is able to

- formulate resolutions to world issues and present them in a mock international governmental organization.

Sample Tasks:

Students will role-play various forms of government. For a fascist state, the teacher or a student can be given absolute power to make decisions for the classroom for a period of time in a class and students will write responses to the way in which the fascist rules might effect them if carried out over a longer period of time. For democracy, students would be given the opportunity to vote on various classroom issues and discuss the decision-making process focusing on the role of majority and minority groups. For feudalism, the students could be split into groups given an assignment and one person is given the authority over the group to assign tasks and grades for each participant. The leaders could be encouraged to assign grades more harshly to emphasize the power of feudal lords over their subjects.

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

The student will

- 5.1 understand the chronological flow of historical eras and events in World History.
- 5.2 understand the processes that gave rise to the earliest human civilizations.
- 5.3 understand the maturation of Africa, Asia, Europe, Australia, the Middle East, Oceanic, and the Americas and their continuing impact on the modern world.
- 5.4 understand the history and impact of world religions.
- 5.5 understand the evolution of modern and western civilizations from 1000 CE to the present.
- 5.6 understand the importance of the various economic systems in place during the 19th and 20th century.
- 5.7 understand the impact of various global conflicts throughout history.
- 5.8 understand the continuing impact of historical events on the modern world.
- 5.9 understand the impact of developing technology on the world.
- 5.10 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.
- 5.11 understand the importance of major trends and movements in world history.
- 5.12 understand the origin, evolution, decline, and impact of empire building and imperialism.

Performance Indicators:

5.1 understand the chronological flow of historical eras and events in World History.

Describe the major historical eras and major events associated with those eras from the beginnings of civilization through the modern world. These include

- The Beginnings of Human Society (prehistory-4000 BCE)
- Early Civilizations and Pastoral Societies (4000 BCE-1000 BCE)
- Mediterranean and Southwest Asian Civilizations (1000 BCE-399CE)
- Cultural Exchange and Encounters (300-1500CE)
- First Global Age (1450-1770 CE)
- Age of Revolution (1750-1914)
- Increasing Global Interaction (1900-present)

5.2 understand the processes that gave rise to the earliest human civilizations.

At Level 1, the student is able to

- describe the interaction between early human groups, the environmental and survival methods that led to the formation of civilizations. Minimal understanding would include Mesopotamia, Egypt, China, and the Indus Valley.

At Level 2, the student is able to

- compare the development of several different early human civilizations including agrarian, hunter-gather, nomadic, warrior and pastoral.

At Level 3, the student is able to

- develop an "imaginary" civilization consistent with early human civilizations, given a set of environmental conditions. This would include an understanding of social, religious, and economic factors.

5.3 understand the maturation of Africa, Asia, Europe, Australia, the Middle East, Oceanic, and the Americas and their continuing impact on the modern world.

At Level 1, the student is able to

- identify and label key traits of the various civilizations.

At Level 2, the student is able to

- compare and contrast the world civilizations by examining similarities and differences.

At Level 3, the student is able to

- weigh the relative impact of world civilizations upon the modern world.

5.4 understand the history and impact of world religions.

At Level 1, the student is able to

- list the major religious groups and describe their basic philosophies. Minimal understanding should include Buddhism, Christianity, Hinduism, Islam and Judaism.

At Level 2, the student is able to

- differentiate between the major world religions and their philosophies.

At Level 3, the student is able to

- consider major world religions, research their historical development and analyze their philosophical development over time.

5.5 understand the evolution of modern and western civilizations from 1000 CE to the present.

At Level 1, the student is able to

- recognize factors that lead to the development of modern civilizations. Minimal understanding should include historical events, economic processes, cultural interactions, military systems and governmental structures.

At Level 2, the student is able to

- illustrate how various factors influenced the development of modern civilizations.

At Level 3, the student is able to

- predict the future development of modern civilizations based on an interpretation of historic factors.

5.6 understand the importance of the various economic systems in place during the 19th and 20th century.

At Level 1, the student is able to

- list key features of economic systems. Minimal understanding should include varied monetary systems and methods of value determination.

At Level 2, the student is able to

- evaluate the impact that economic systems have on historical events. Minimal understanding should include the influence of Socialism, Communism, Capitalism, and an understanding of the economic theorists that led to the development of each.

At Level 3, the student is able to

- interpret the relative success of economic systems and explain their impact on the interactions of civilizations.

5.7 understand the impact of various global conflicts throughout history.

At Level 1, the student is able to

- recognize conflict and list several global wars, revolutions, ethnic conflicts, religious conflicts, genocide, or diplomatic exchanges.

At Level 2, the student is able to

- identify and classify the components of conflicts into causes, courses, and consequences.

At Level 3, the student is able to

- appraise the value of conflict by comparing the costs and benefits of global war, ethnic conflicts, genocide, and diplomatic exchanges.

5.8 understand the continuing impact of historical events on the modern world.

At Level 1, the student is able to

- describe significant historical events that occurred during each of the historical eras.

At Level 2, the student is able to

- calculate the impact of historical events on the modern world.

At Level 3, the student is able to

- evaluate the idea that the modern world is caused by and dependent on the interactions between individuals and historic events.

5.9 understand the impact of developing technology on the world.

At Level 1, the student is able to

- list inventions, innovations, and other technological developments and incorporate the idea of change in the realms of communications, transportation, production and lifestyle.

At Level 2, the student is able to

- illustrate the ways in which technological advancements influenced world events.

At Level 3, the student is able to

- rate the relative importance of various technological advancements.

5.10 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

At Level 1, the student is able to

- identify methods of historical research and dissemination. Minimal understanding illustrate the ways in which technological advancements affect world events;
- identify methods of historical research and dissemination. Minimal understanding should include archaeology, anthropology, and oral histories, primary and secondary sources.

At Level 2, the student is able to

- examine the methods by which historical information and ideas are recorded and transmitted in order to analyze data from various collections and research methods. Minimal understanding should include ancient libraries, monastic preservation, museums, personal collections, modern libraries and the Internet;
- utilize the various historical research techniques to develop an original historical analysis;
- recognize the roles, treatments and contributions of women.

At Level 3, the student is able to

- analyze the evolution of the political, economic, and social status of women;
- compare and contrast the status of women in varied world societies by examining the lives of individuals or homogeneous groups;
- rate the relative importance of various technological advancements.

5.11 understand the importance of major trends and movements in world history.

At Level 1, the student is able to

- identify trends and movements such as the Renaissance, Reformation, Scientific Revolution, Industrial Revolution, Enlightenment, and Age of Political Revolution, Commercial Revolution, Communication Revolution and Transportation Revolution.

At Level 2, the student is able to

- examine the causes and effect of these major trends and movements.

At Level 3, the student is able to

- assess the impact of one movement using the case study method to determine its impact on the 21st century.

5.12 understand the origin, evolution, decline, and impact of empire building and imperialism.

At Level 1, the student is able to

- list examples of countries that engage in the process of empire building.

At Level 2, the student is able to

- compare and contrast the origin, evolution, decline, and impact of empire building in different regions such as the concept of Imperialism and the Roman, Ottoman, Persian, African and English empires, Chinese dynasties, and ancient Greece.

At Level 3, the student is able to

- assess the legacy of empire building and imperialism in order to predict its impact on modern society.

Sample Tasks:

The students will research and create a class timeline of major technological advances over time. They will place these innovations on the timeline and then brainstorm ways in which the advances may have contributed to various world events. This activity could be a good way to introduce the scope of history and briefly introduce the students to a variety of historical events by looking at the way technology influenced them. For example the students could evaluate the way in which the invention of the printing press helped fuel the Renaissance in Europe. This timeline approach could be used with a variety of different topics besides technology.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

The student will

- 6.1 understand the impact of one's culture on identity, lifestyle, and socioeconomic status.
- 6.2 recognize the role of individuals in various cultures such as Western, Asian, African, Middle Eastern, and indigenous cultures.
- 6.3 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

Performance Indicators:

6.1 understand the impact of one's culture on identity, lifestyle, and socioeconomic status.

At Level 1, the student is able to

- assess the impact of culture on the individual;
- measure the exchange between an individual's identity and cultural groups.

At Level 2, the student is able to

- recognize the impacts of bias, conformity, and stereotyping;
- define and give examples of bias, conformity, and stereotyping.

At Level 3, the student is able to

- detect and explain the existence of bias and stereotyping in historical context such as social class, caste systems, ethnic identifications, gender roles, and religious persecutions;
- evaluate the social pressures within a culture that create bias, conformity, and stereotyping.

6.2 recognize the role of individuals in various cultures such as Western, Asian, African, Middle Eastern, and indigenous cultures.

At Level 1, the student is able to

- identify individuals, groups and institutions that have influenced world history through political economic, social and cultural contributions.

At Level 2, the student is able to

- examine the ways individuals, groups and institutions interact by classifying actions and policies that promote continuity and/or change.

At Level 3, the student is able to

- judge the relative impact of various individuals, groups, and institutions on world events.

6.3 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

At Level 1, the student is able to

- recall examples of two groups' interaction such as economic, political, social and cultural exchanges.

At Level 2, the student is able to

- detect factors that cause individuals to establish contact and trade with other groups.

At Level 3, the student is able to

- create graphic representations or models of significant contact or trading patterns.

Sample Tasks:

The students will choose an individual or group that has had a significant impact on World History. They will research the role that individual or group played in a specific historical event and focus on how the event impacted other individuals or groups. For example a student might choose Adolf Hitler and the Jewish population of Germany. They will present their findings in an oral presentation, paper, or PowerPoint presentation.