

CURRICULUM COURSE OUTLINE

Course Name(s): World History Semester 1

Grade(s): 11-12

Department: Social Studies

Course Length: Year

Pre-requisite: Junior Status

Textbook/Key Resource:

Farah, Mounir A., and Karls, Andrea Berens. World History: The Human Experience. New York: McGraw-Hill, 2001. ISBN: 0-07-821615

Ravitch, Diane. The American Reader. New York: HarperCollins, 2000. ISBN: 0-06-273733-3

Course Description: The course will entail a survey of Western history from pre-historic to the present. The primary emphasis will be on the background to modern Western history and its impact on the World today.

For the inquiring mind that wants to know! World History is a hands approach to learning the history of different countries of the world. By hands on, we mean a course where the student becomes an active learner and shares in the responsibility for their own learning. This can be an exciting venture but also entails work. The student has to be willing to overcome difficulty by becoming a problem solver and thinker. This is done by learning how to research, organize their findings and then present those findings to the class. Computer skills will also be stressed.

It is hoped by years end, that the student will not only have command of some knowledge of countries but also a command of how to be a problem solver, thinker and communicator. These are skills needed to be successful in today's and tomorrow's world!

World History will be a two semester course. The 1st semester will deal with the Ancient World to 1500 A.D. The 2nd semester will deal with the Middle Ages and Modern History of the world from 1500 A.D. to the present. Students can take one semester or both semesters.

Standards: **Wisconsin Model Academic Standards for Social Studies Introduction:**
http://standards.dpi.wi.gov/stn_ssintro

Shawano School District

Unit: 1-Why We Study History

Unit Length: Ongoing

Students will know:

- Be able to understand why we study history...to be smarter
- Understand how history permeates our lives
- Understand differences between A.D., B.C., and B.C.E
- Understand difference between history and pre-history
- Understand varied theories to man's beginnings
- Understand what characteristics it takes to be a Civilization
- Assess cultures and cultural diversity.
- Assess cultures and cultural diversity.
- Synthesize the relationships among people, places, and environments.
- Characterize individual development and identity.
- Analyze the interactions among individuals, groups, and institutions.
- Summarize how people create, maintain, and change structures of power, authority, and government.
- Evaluate how people organize for the production, distribution, and consumption of goods and services.
- Synthesize relationships among science, technology, and society.
- Analyze global connections and interdependence.
- Evaluate the ideals, principles, and practices of citizenship in a democratic republic.

Students will be able to:

- Able to explain why we study history
- Able to explain how history permeates our lives
- Able to demonstrate how to effectively use A.D., B.C., and B.C.E
- Apply the difference of history and pre-history
- Explain the differences between the theory of evolution, creation and evolutionary-creationism
- Be able to list several characteristics of being a Civilization (GRAPES) Geography, Religion, Achievements, Politics, Economics, Social Structures.
- Use problem solving skills in real world situations
- Utilize informational resources for life-long learning
- Communicate effectively through speaking and writing in all areas
- Communicate effectively through speaking and writing in all areas
- Make informed choices based on global connections due to the interdependence of the world
- Appreciate past and present cultures and the impact of those groups on individuals and society
- Demonstrate that historical knowledge and time concepts are socially influenced
- Apply key concepts of time, cause and effect, chronology, change, conflict and complexity to

	<p>show failures and continuity</p> <ul style="list-style-type: none"> • Demonstrate how cultures adapt to the physical demands of geography • Break down a culture into cultural traits, such as traditions, beliefs and values, language, literature and arts, and behavior patterns
--	--

Standard(s):

Wisconsin Standards Web Link: http://standards.dpi.wi.gov/stn_ssintro

SS-A.12.1 SS-A.12.2 SS-A.12.5 SS-B.12.2 SS-B.12.3 SS-B.12.4
 SS-B.12.8 SS-D.12.2 SS-E.12.3 SS-E.12.4 SS-E.12.5

Unit: 1-Current Events

Unit Length: Ongoing

Students will know:

- Understand the impact of history on modern/current history
- Understand importance of having current knowledge of surroundings

Students will be able to:

- Demonstrate knowledge of a current news story
- Explain how a current news story can/does relate to the past
- Explain how current events is a modern history

Standard(s):

Wisconsin Standards Web Link: http://standards.dpi.wi.gov/stn_ssintro

SS-A.12.1 SS-A.12.2 SS-A.12.5 SS-B.12.2 SS-B.12.3 SS-B.12.4
 SS-B.12.8 SS-D.12.2 SS-E.12.3 SS-E.12.4 SS-E.12.

Unit: 2-Cradles of Civilization

Unit Length: 4 weeks

Students will know:

- Understands what the Cradles of Civilization is
- Understand the impact that location plays in the success of early civilizations
- Understand what it took for these civilizations to survive: GRAPES
- Understand why the cradles are able to create/build such wonderful works of architecture
- Understand the form of government of each Civ.
- Understand the religion of each Civ.

Students will be able to:

- Be able to list the four cradles of civilization
- Be able to explain why rivers and location is important in settlement
- Be able to properly label 80% of the geographical features and locations of the four cradles
- Describe the process to build a pyramid of Ancient Egypt
- Explain what impact these civilizations have had on modern societies

<ul style="list-style-type: none"> • Understand the accomplishments of each Civ. • Understand what impact these civilizations have made to modern man 	<ul style="list-style-type: none"> • Explain how the cradles of civilization are the same and now they are different
---	---

<p>Standard(s):</p> <p>Wisconsin Standards Web Link: http://standards.dpi.wi.gov/stn_ssintro</p> <p>SS-A.12.1 SS-A.12.2 SS-A.12.5 SS-B.12.2 SS-B.12.3 SS-B.12.4 SS-B.12.8 SS-D.12.2 SS-E.12.3 SS-E.12.4 SS-E.12.5</p>
--

Shawano School District

Unit: 3-Ancient Greece	Unit Length: 4 weeks
------------------------	----------------------

<p>Students will know:</p> <ul style="list-style-type: none"> • Understand the difference between direct and indirect Democracy • Understand the impact of the Pindus Mountains on Greece • Understand why a civilization would want to move away from a barter economy to a money economy • Understand how the modern meaning of marathon came to be • Analyze the difference between Democracy of Athens and Democracy in America 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the difference between direct and indirect Democracy • Explain how the Pindus Mountains impacted Ancient Greece • Explain the difference between money and barter economy • Describe how Ancient Greece is a "Civilization" in reference to "GRAPES" (characteristics to being civilized) • Explain the benefits and negatives of Athenian style of Democracy in America today
--	--

<p>Standard(s):</p> <p>Wisconsin Standards Web Link: http://standards.dpi.wi.gov/stn_ssintro</p> <p>SS-A.12.1 SS-A.12.2 SS-A.12.5 SS-B.12.2 SS-B.12.3 SS-B.12.4 SS-B.12.8 SS-D.12.2 SS-E.12.3 SS-E.12.4 SS-E.12.5</p>
--



Unit: 4-Ancient Rome	Unit Length: 4 weeks
----------------------	----------------------

<p>Students will know:</p> <ul style="list-style-type: none"> • Understand how size/power/ego/greed can lead to downfall • Understand inflation • Understand the rise of Christianity and its impact on Rome and today 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how Ancient Rome is a "Civilization" in reference to "GRAPES" (characteristics to being civilized) • Explain how the social/economical struggles of Rome are similar to modern America • Summarize how people create, maintain, and change structures of power, authority, and government. • Analyze global connections and interdependence.
---	---

<p>Standard(s):</p> <p>Wisconsin Standards Web Link: http://standards.dpi.wi.gov/stn_ssintro</p> <p>SS-A.12.1 SS-A.12.2 SS-A.12.5 SS-B.12.2 SS-B.12.3 SS-B.12.4 SS-B.12.8 SS-D.12.2 SS-E.12.3 SS-E.12.4 SS-E.12.5</p>
--

Unit: 5-Ancient Islam	Unit Length: 2 weeks

<p>Students will know:</p> <ul style="list-style-type: none"> • Differentiate between church and state rule • Understand the differences/similarities of Islam to Judaism and Christianity 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Defend the negatives and positives of racial profiling • Explain the difference between Islam and Muslim
--	--

<p>Standard(s):</p> <p>Wisconsin Standards Web Link: http://standards.dpi.wi.gov/stn_ssintro</p> <p>SS-A.12.1 SS-A.12.2 SS-A.12.5 SS-B.12.2 SS-B.12.3 SS-B.12.4 SS-B.12.8 SS-D.12.2 SS-E.12.3 SS-E.12.4 SS-E.12.5</p>
--

Shawano School District

Unit: 6-Ancient Americas	Unit Length: 2 weeks
--------------------------	----------------------

<p>Students will know:</p> <ul style="list-style-type: none"> • Differentiate Maya, Inca and Aztec Civilizations • Understand similarities of the Maya, Inca, Aztec and previously studied Ancient Civilizations 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how Maya, Inca and Aztec are civilizations according to "GRAPES" • Summarize why these civilizations were successful • Provide a solution (if possible) for these three civilizations to have survived • Summarize why these civilizations declined and were destroyed
--	---

Standard(s):

Wisconsin Standards Web Link: http://standards.dpi.wi.gov/stn_ssintro

SS-A.12.1 SS-A.12.2 SS-A.12.5 SS-B.12.2 SS-B.12.3 SS-B.12.4
 SS-B.12.8 SS-D.12.2 SS-E.12.3 SS-E.12.4 SS-E.12.5



Unit: 7-Middle Ages	Unit Length: 3 weeks
---------------------	----------------------

<p>Students will know:</p> <ul style="list-style-type: none"> • Understand why the Middle Ages are called the Middle Ages • Understand Feudalism as a way of life • Differentiate between life in the Middle Ages and that of today • Understand the role of the plague on societies both physically but also mentally 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe why the castle is a machine of war • Explain why Knight's armor was not a long lasting weapon of defense • Explain impact of Ancient Rome on the Middle Ages • Describe why the Middle Ages came to an end and the Renaissance would begin
--	---

Standard(s):

Wisconsin Standards Web Link: http://standards.dpi.wi.gov/stn_ssintro

SS-A.12.1 SS-A.12.2 SS-A.12.5 SS-B.12.2 SS-B.12.3 SS-B.12.4
 SS-B.12.8 SS-D.12.2 SS-E.12.3 SS-E.12.4 SS-E.12.5



Unit:	Unit Length:
-------	--------------

Students will know:	Students will be able to:
---------------------	---------------------------

Standard(s):

Shawano School District