

CURRICULUM COURSE OUTLINE

Course Name(s): World History Semester 2

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: 0-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.
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- 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
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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: 0-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

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Unit: 8-Exploration

Unit Length: 2 weeks

Students will know:

1. Understand the reasons for exploration
2. Understand the impact of the Renaissance on exploration.
3. Understand where the European Nations went in the "new" world and WHY?
4. Differentiate between Hero and Villain
5. Understand how new innovations/inventions played a part
6. Understand the ideology of "Anglo Saxon superiority"

Students will be able to:

1. Explain the why, who, and where of exploration.
2. Explain why the Renaissance was a factor
3. Demonstrate map knowledge of world counties at the time of the 1700's.
4. Debate the Hero and Villain qualities of Christopher Columbus and explorers of this era.
5. Identify innovations and inventions that aided in exploration and tell what they did.

6. Debate whether exploration was a good thing or a bad thing.
7. Explain the ideology of "Anglo Saxon superiority"

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Unit: 9-Renaissance and Reformation

Unit Length: 4 weeks

Students will know:

1. The Vocabulary of the Unit
2. The understanding of "the rebirth" of Europe
3. Understand why the Renaissance happened and why it took place first in Italy.
4. Understand the importance of Greek and Roman historical influence on future history.
5. Learn the influential players of the Renaissance like the Medici's of Florence.
6. Learn the major artists, authors, reformers, and political figures of this era
7. Understand the term reformation and what was being reformed.
8. Why it is called the Protestant Reformation
9. Understand the reason for the Counter Reformation.
10. Understand the impact Martin Luther.
11. Understand what it takes to be a reformer.
12. Understand the long lasting effects of the Renaissance and Reformation on history.

Students will be able to:

1. Demonstrate knowledge of unit vocabulary
2. Explain what is being "reborn" during the Renaissance.
3. Explain why the Renaissance started in Italy and the impact of the Medici family.
4. Demonstrate knowledge of major players of art, politics, writing and religion through presentations to classmates and learned what is presented to you from classmates.
5. Explain why the Reformation happened.
6. Explain why it is called the Reformation and the impact of Martin Luther in this process.
7. Demonstrate characteristics of being a reformer to reform a concern of today.
8. Explain the long lasting effects of the Reformation and Renaissance on Europe and the entire world.

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Unit: 10-Age of Revolution	Unit Length: 4 weeks
<p>Students will know:</p> <ol style="list-style-type: none"> 1. The vocabulary of the unit 2. Understand the characteristics of a revolt. 3. Differentiate the facts of the English, American, and French/Napoleonic Revolutions. 4. Understand the Common Causes of Rev's 5. Understand the Common Outcome of Rev's 6. Understand the Common characteristics of the revolutionaries. 7. Understand the "bumps" or "roller coaster" occurrences of each revolution 8. Understand the long lasting effects of Revolution on history. 9. Understand the revolutions of the 1700's are no different than those of today. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of unit vocabulary. 2. Explain the 6 characteristics of a revolt. 3. Demonstrate knowledge of each revolution. 4. Explain political cartoons of the era 5. Explain the common cause, outcome and characteristics of revolution leaders for the Age of Revolution. 6. Identify the "bumps" or "roller coaster" occurrences of each revolution discussed. 7. Explain the long lasting effects of revolution. 8. Identify the similarities of revolutions today versus those of historical importance.
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Unit: 11-Nationalism and Imperialism	Unit Length: 1 week
<p>Students will know:</p> <ol style="list-style-type: none"> 1. The Vocabulary of the unit. 2. Understand the differences of Socialism, Communism and Capitalism of types of economies. 3. Understand how economy affects types of governments of the world. 4. Understand how these nations benefitted from the Age of Revolution and Industrial Revolution to Imperialize. 5. Understand how Imperialism leads to Nationalism. 6. Understand how Nationalism leads to revolting against aggressor nations and war. 7. Understand how Imperialism and Nationalism lead to The Great War. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the unit vocab. 2. Explain the differences of major economic types. 3. Explain the impact of economy on governmental types 4. Demonstrate the impact of Industrial Rev. and Age of Revolution and the rise of different economic and government types. 5. Explain how this leads to Imperialism 6. Explain how Imperialism leads to Nationalism. 7. Explain how Nationalism leads to conflict and increase of tension. 8. Explain how this leads to The Great War.
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Unit: 11-World War I	Unit Length: 2 weeks
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<p>Students will know:</p> <ol style="list-style-type: none"> 1. The Vocabulary of the Unit 2. Understand why this war was called The Great War. 3. Understand the causes of WWI 3a. Impact of Assassination (Spark) 4. Understand the mechanism of warfare of WWI and impact on fighting style and type of war. 5. Understand the personal side and impact of war. 6. Understand the geographical layout of the world pre/post WWI 7. Understand American Isolationism and why we finally broke from that. 8. Understand impact on citizens of America for the war effort: sacrifice and discrimination. 9. Understand the Treaty of Versailles and its impact towards WWII 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of unit vocab. 2. Explain why WWI was originally called The Great War. 3. Explain the causes of WWI 4. Explain why an assassination could spark a war. 5. Identify mechanisms of the WWI era and their impact 6. Identify a pre/post WWI World Map 7. Explain how the war played a part on a personal side of soldiers. 8. Explain Wilson's desire for Isolationism and why he finally changed his mind. 9. Identify what Americans did for the War effort ...good and bad. 10. Explain the impact of the Treaty of Versailles on the Germany/World. 11. Explain how treaty leads to WWII.
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Unit: 12-Rise of Totalitarian Leaders	Unit Length: 3 weeks
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<p>Students will know:</p> <ol style="list-style-type: none"> 1. The vocabulary of the unit. 2. Understand who the totalitarian leaders post WWI are and why they are totalitarian. 3. Characteristics of totalitarian leaders. 4. Leaders of Italy, Spain, Germany and Soviet Union. 4a. Understand brief history of Soviet Leaders and the Rise and Fall of the USSR 5. Understand who Adolf Hitler was prior to becoming Chancellor of Germany. 6. Understand how these leaders helped to create WWII and the Cold War to follow. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of unit vocab. 2. Explain characteristics of totalitarian leaders. 3. Differentiate facts between the totalitarian states of Spain, Italy, Germany and USSR. 4. Identify the totalitarian leaders of these nations 5. Demonstrate knowledge of Hitler before he was chancellor. 6. Demonstrate knowledge of why/how Hitler was able to come to power
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Unit: 13-Causes of World War II/End of Year

Unit Length: 3 weeks

Students will know:

1. Understand vocabulary of the unit
2. Understand causes of WWII
3. Understand how WWI played a role in this world conflict
4. Understand maps of Pre/Post WWII

- Understand impact of history studied this semester.
- Understand the events sung in the song "We Didn't Start the Fire" by Billy Joel
- Understand the facts of the students life and what major events happened in their lifetime already.
- Understand the significances of their lifetime

Students will be able to:

1. Demonstrate knowledge of unit vocab
2. Explain the causes of WWII
3. Analyse impact of WWI and demonstrate how the two are connected.
4. Identify proper locations on pre/post WWII maps.

- Explain the gravity of the history cover this semester.
- Explain facts of history from 1950's-1980's as presented in Billy Joel song.
- Identify significant events of their lifespan
- Explain these events in a poem set to a rhyming rhythm

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