

WORLD HISTORY 9 PROGRAM

COURSE DESCRIPTION: World History, a required course for ninth graders, focuses on the economic, political, and cultural development of mankind from ancient civilization through modern times. Student will study cause-effect relationships and become aware of the importance of how cultural diffusion contributes to the development of civilizations.

COURSE OBJECTIVES

The student will:

1. be able to understand basic knowledge in World History, political, economic, and social systems and how they developed
2. trace major themes and events throughout history that have shaped contemporary events and views
3. evaluate the changes in democratic beliefs and values throughout history and the different aspects of societies and how they affected those values
4. develop an awareness of the consequences that result from people not being responsible in their society/political system

Unit 1: Beginnings of Ancient Civilization

Length of time spent – 4 weeks

Learner outcomes

- Knowledge 1,2,3,4,5,6
- Thinking skills 1,2,3,4,5,6
- Democratic beliefs and values 1,2,4,6
- Civic responsibility 1,2,4,6

Unit objectives

The student will:

1. evaluate the question of civilization . Are we civilized?
From the human aspect? Technologically?
2. analyze the progress of the human race from pre-history through modern times
3. understand the importance of the Nile River to the ancient Egyptians
4. understand the political, economic and social systems of these ancient civilizations
5. list and explain the stages of civilization
6. analyze the affect of traditional beliefs on modern societies

Concepts/Key ideas

1. civilization - technological vs. humane
2. war

3. poverty
4. role of government
5. utopia
- 6 law/rules
7. afterlife beliefs
8. religious conflict and toleration
9. social class structure
10. political organization
11. economic systems
12. geographic locations and their affect on societies
13. sexist attitudes

Unit 2: Mediterranean World

Length of time spent - 4 weeks

Learner outcomes

Knowledge 1,2,3,4,5

Thinking skills 1,2,3,4,5,6

Democratic beliefs and values 1,2,3,4,5,6

Civic responsibility 1,3,5,6

Unit objectives

The student will:

1. understand the basic principle of democracy
2. learn how a city-state functions
3. distinguish between different political systems
4. evaluate the influence of Christianity on the Roman Empire
5. compare and contrast the Roman Empire with other civilizations
6. understand the importance of civic responsibility

Concepts/Key ideas

1. abuse of freedoms
2. responsibility/social contract theory
3. democracy
4. apathy
5. laws/rules
6. city-state
7. philosophy
8. empire
- 9 influence of religion
10. decline of and empire

Unit 3: Middle Ages in Western Europe

Length of time spent - 4 weeks

Learner outcomes

- Knowledge 1,2,3,4,5
- Thinking skills 1,2,3,4,5
- Democratic beliefs and values 1,2,3,4,5
- Civic responsibility 2,4,5

Unit objective

The student will:

1. understand the organization of the feudal system
2. understand what brought about the feudal system
3. appreciate the everyday life of a common person on a manor
4. be able to explain why the Roman Catholic Church was so powerful during the Middle Ages
5. understand the importance of civic responsibility to prevent rule by military dictatorships in the future

Concepts/Key ideas

1. class structure
2. church as a political unit
3. feudalism
4. civilization/city life
5. economic development
6. educational development
7. revolt
8. governmental organization
9. representation

Unit 4: The Spread of New Ideas

Length of time spent - 4 weeks

Learner outcomes

- Knowledge 1,2,6
- Thinking skills 1,2,3,4,6
- Democratic beliefs and values 1,2,3,4,5
- Civic responsibility 1,3,4,5

Unit objectives

The student will:

1. understand what led to the Renaissance
2. be able to identify the early humanists and explain their contributions
3. appreciate the importance of education for an individual as well as for a society

4. understand the importance of challenging policies that you believe are wrong
5. understand that reform does not always require violence
6. analyze how the Renaissance led to the Reformation

Concepts/Key ideas

1. Renaissance
2. humanism
3. education
4. value of questioning policies
5. reform techniques
6. religious conflict/emotions
7. aftermath of the Reformation

Unit 5: Transition to Modern Times

Length of time spent - 1 week

Learner outcomes

- Knowledge 1,2,4,5
- Thinking skills 1,2,3,4,5,6
- Democratic beliefs and values 2,3,5,6
- Civic responsibility 2,3,5,6

Unit objectives

The student will:

1. be able to identify and explain the contributions of the philosophies
2. analyze the stages of revolution as they relate to our responsibilities as citizens
3. be able to explain how the Enlightenment opened peoples' eyes to their situation
4. understand the developments of the Scientific Revolution and explain their importance
5. develop an awareness of how Napoleon and other dictators came to power
6. understand the importance of education in all societies

Concepts/Key ideas

1. philosophies
2. Enlightenment
3. Scientific Revolution
4. stages of revolution
5. dictatorship
6. social classes
7. civic responsibility
8. cause-effect relationships
9. militarism
10. education

Unit 6: Age of European Dominance

Length of time spent - 4 week

Learner outcomes

Knowledge 1,2,5

Thinking skills 1,2,3,4,5,6

Democratic beliefs and values 2,3,4,5,6

Civic responsibility 2,3,4,5,6

Unit objectives

The student will:

1. define and explain the Industrial Revolution and its importance
2. understand how Germany became a unified country in 1871 and its significance to Europe
3. understand the importance of being an informed citizen and participating in the democratic process
4. develop an awareness of how diplomacy works and just how powerful one man can become
5. appreciate the ways that war can be used as a political tool
6. evaluate the importance of nationalism and hatred between nations and their consequences

Concepts/Key ideas

1. Industrial Revolution

2. urbanization

3. changes in societies

4. unification

5. authoritarianism

6. war

7. does the end justify the means

8. treaties and their impact

9. nationalism

10. hatred between nations

Unit 7: Years of Crisis

Length of time spent - 4 weeks

Learner outcomes

Knowledge 1,3,5,6

Thinking skills 1,2,3,4,5,6

Democratic beliefs and values 1,2,3,4,5,6

Civic responsibility 1,2,3,4,6

Unit objectives

The student will:

1. understand the causes of WWI - immediate and underlying

2. participate in a WWI simulation that will give the student an opportunity to experience the difficulties of decision-making
3. analyze the factors that led to WWII
4. evaluate the various techniques that were used by the Nazis to take over Germany
5. describe the communist revolution in Russia
6. appreciate the successes and failures of the Treaty of Versailles

Concepts/Key ideas

1. nationalism
2. militarism
3. imperialism
4. system of alliances
5. importance and consequences of treaties
6. importance of wise leadership
7. League of Nations
8. maintaining peace
9. depression
10. totalitarianism
11. fascism
12. communism
13. revolution
14. indoctrination
15. propaganda techniques
16. intimidation

Text: World History: McDougal Littell, 1997

AMERICAN HISTORY 10 PROGRAM

COURSE DESCRIPTION: This required survey course for grade 10 emphasizes important periods and themes in American history including the social, cultural, political, and economic development of the United States. Some important activities in this course include the reading of historical fiction, role-playing, and the writing of a formal history research paper.

Course objectives

The student will:

1. acquire knowledge of the major periods and trends in American history from the pre-exploration period into the 20th century.
2. analyze and evaluate past historical themes in relation to contemporary America.
3. develop and understanding and appreciation for our national heritage
4. develop and awareness of American history as a tool for responsible citizenship
5. understand the notion of historical perspective, particularly from the point of view of our nation's minorities

Unit 1: Early Exploration