

WORLD HISTORY
GRADE 9 or 10
(2 Semesters - Placement)

COURSE OVERVIEW:

World History is designed to help students understand more about contemporary people and their societies by investigating earlier societies and cultures. As they study human development from the Ancient and Classical civilizations, Middle Ages, Renaissance, Reformation, and the Age of Exploration, students will discover how such things as geography, technology, and governments have affected humans and their culture throughout time. During the second semester, students will examine the links between ideas developed in the 1500's to modern times. Absolute monarchs, the Enlightenment, French Revolution, Industrial Revolution, Russian Revolution, Imperialism, World War I, World War II, and Cold War will be studied with an emphasis on discovering how political, religious, social, and technological changes created the values of the 20th century.

UNITS OF INSTRUCTION:

- UNIT I - Ancient and Classical Civilizations (3200 B.C. - A.D. 476)
(Egypt, Indus Valley, Greece, and Rome)

- UNIT II - Regional Civilizations (500 – 1613)
(Rise of Europe, Middle Ages)

- UNIT III - Early Modern Times (1300 – 1750)
(Renaissance, Reformation, Exploration)

- UNIT IV - Transition to Modern Times (1550 – 1815)
(Absolutism, Enlightenment, French Revolution)

- UNIT V - Industrialism and a New Global Age (1750 – 1914)
(Industrial Revolution, Imperialism, Nationalism)

- UNIT VI - From World Wars to the World Today (1914 – Present)
(World War I, Russian Revolution, World War II, The World Since 1945)

STUDENT OUTCOMES:

1.	Familiarize students with the achievements in government, religion, cultural exchanges, and technological advances of the early civilizations. (18C)
2.	Acquaint students with the development of the Middle Ages as a result of the Fall of the Roman Empire and the influence of social systems developed by the Catholic Church during this era. (18C) Examine political ideas and cultural contributions that originated in the Renaissance. (16B)
3.	Familiarize students with the Protestant and Catholic Reformation. (16D)
4.	Explore how cultural encounters during the Age of Exploration affected the world politically and environmentally. (16E)
5.	Analyze similarities and differences among world political systems. (15B)
6.	Identify significant events and developments as well as consequences that have altered the world because of industrialization. (16D)
7.	Analyze the worldwide consequences of isolated political events triggering the World Wars and the Cold War. (16B)
8.	Examine the relationship between an issue in world history and the results of political, economic, and environmental history. (16D)
9.	

MAJOR LEARNING EXPERIENCES TO ACHIEVE OUTCOMES:

1.	Present an oral report involving ancient or classical civilizations. A visual aid must be included. Participate in numerous cooperative-learning groups involving primary source material.
2.	Learn to use research materials in a library or on the Internet.
3.	Discover the contributions made by Renaissance artists and thinkers by conducting a museum tour or developing a museum brochure.
4.	Participate in several creative writing activities involving student's opinions based on facts.
5.	Develop an oral report of a region in the world from post-World War II to present.
6.	

ADOPTED TEXT OR PRINCIPAL MATERIALS USED:

Ellis, Elisabeth Gaynor and Anthony Esler. <i>World History: Connections to Today</i> . Upper Saddle River, NJ: Prentice Hall, 1999. (adopted 2000)

(01/21/03)

(04/26/00)