

SOCIAL STUDIES

SS21—World History

Course #: SS-21
Course Name: World History
Prerequisites: None

Grade Level: 09
Level of Difficulty: Medium
of Credits: ½ (One semester)

The following Social Studies performance objectives are integrated throughout the entire course:

HISTORICAL RESEARCH SKILLS

- S2C1 PO 1 Interpret historical data displayed in maps, graphs, tables, charts, and geologic timescales.
- S2C1 PO 2 Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).
- S2C1 PO 3 Formulate questions that can be answered by historical study and research.*
- S2C1 PO 4 Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
- S2C1 PO 5 Evaluate primary and secondary sources for:
- authors' main points
 - purpose and perspective
 - facts vs. opinions
 - different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
 - credibility and validity
- S2C1 PO 6 Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
- S2C1 PO 7 Compare present events with past events:
- cause and effect
 - change over time
 - different points of view
- S2C9 PO 5 *Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

GEOGRAPHY SKILLS

- S4C1 PO 1 Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).
- S4C1 PO 2 Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).
- S4C1 PO 3 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
- S4C1 PO 4 Use an atlas to access information.
- S4C2 PO 1 Identify the characteristics that define a region:
- physical processes such as climate, terrain, and resources
 - human processes such as religion, political organization, economy, and demographics
- S4C2 PO 3 Examine geographic issues (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet) in places and world regions.
- S4C2 PO 4 Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions
- (Geography skills are continued on the next page.)

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GEOGRAPHY SKILLS

(continued)

- S4C3 PO 3** Analyze how earth’s internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical, water and carbon cycles, erosion, deposition) influence the character of places. Connect with: Science Strand 6 Concepts 1, 2
- S4C3 PO 4** Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place.
- S4C4 PO 8** Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.
- S4C5 PO 7** Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem.
- S4C6 PO 3** Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao’s long march, Hannibal crossing the Alps, Silk Road).

LANGUAGE ARTS CONNECTION

The following Reading and Writing performance objectives are integrated throughout the entire course:

Reading

- S1C4 Vocabulary** Acquire and use new vocabulary in relevant contexts to identify the intended meaning of unfamiliar words and identify the meaning and pronunciations of words by using a variety of reference aids including dictionaries, thesauri, and glossaries (and CD-ROM and the Internet when available).
- S1C6 Comprehension Strategies** Employ strategies to comprehend text using prior knowledge, text features, organizing skills, and reading techniques.
- S3C1 Expository Text** Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.
- S3C3 Persuasive Text** Explain basis elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.

Writing

- S2C1 Ideas and Content** Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.
- S2C6 Conventions** Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
- S3C2 Expository** Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation and/or experience.
- S3C4 Persuasive** Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses and opinion in order to convince an audience to agree with the opinion or to take a particular action.
- S3C6 Research** Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished produce. (Assessed in the classroom)

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World History SS21 & SS22—Suggested Teaching Timeline										
	First Semester SS21					Second Semester SS2				
	August	September	October	November	December	January	February	March	April	May
Historical Research Skills	→									
Geography Skills	→									
Language Arts Connection	→									
Early Civilizations	4 weeks →									
Ancient Greece		3 weeks →								
Ancient Rome			3 weeks →							
The World in Transition				2 weeks →						
Renaissance					3 weeks →					
Reformation						2 weeks →				
Exploration							2 weeks →			
Science and Enlightenment								2 weeks →		
Revolutions									2 weeks →	
Industrial Revolution										2 weeks →
Imperialism										1 week →
World War I										1.5 weeks →
Between the Wars through World War II										2 weeks →
The Cold War										1.5 weeks →
The Contemporary World										2 weeks →
*Historical Research Skills, Geography Skills, and Language Arts Connections are to be taught throughout entire course.										
**Amount of days suggested to teach each unit are approximate.										

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Early Civilizations			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C2-PO1: Describe the development of early prehistoric and early historic people, their agriculture, and settlements. (i.e., Hammurabi, characteristics of civilization, early river civilizations including Mesopotamia, China, Egypt, and India).</p>	<p>S4C5-PO1: Analyze how the Earth’s natural systems (e.g. earthquakes, tsunamis, periodic droughts, river civilizations) affect humans.</p>	<ul style="list-style-type: none"> • prehistoric • civilization • Early River civilizations • Hammurabi • Mesopotamia 	<ul style="list-style-type: none"> • India • China • Egypt • prehistory
<p>S2C2-PO2: Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam (i.e. polytheism, monotheism).</p> <p>a. Hinduism (i.e., no founder, caste system, karma, reincarnation, Vedas)</p> <p>b. Judaism (i.e., Abraham, Ten Commandments, Torah)</p> <p>c. Buddhism (i.e., Siddhartha Gautama, Four Noble Truths, Eightfold Path, Sutras)</p> <p>d. Christianity (i.e., Jesus, Ten Commandments, Resurrection, Bible)</p> <p>e. Islam (i.e., Muhammad, Five Pillars, Qur’an)</p>		<ul style="list-style-type: none"> • polytheism • monotheism • reincarnation • karma • resurrection • Abraham • Siddhartha • Jesus • Muhammad • Judaism • Hinduism • Buddhism 	<ul style="list-style-type: none"> • Christianity • Islam • Torah • Vedas • Caste System • Ten Commandments • Eightfold Path • Four Noble Truths • Five Pillars • Qur’an • Bible • Sutras
<p>S2C2-PO4: Analyze the enduring Chinese contributions and their impact on other civilizations:</p> <p>a. development of concepts of government and citizenship (e.g., Confucianism, empire)</p> <p>b. scientific, mathematical, and technical advances (e.g., roads, aqueducts, Silk Route, art, architecture, math and philosophy)</p> <p>c. cultural advancements in art, architecture, literature, theater, and philosophy</p>	<p>S2C3-PO3: Compare (Explain) the development of empires (e.g., Han) throughout the world.</p>	<ul style="list-style-type: none"> • empire • Confucianism • Han • cultural diffusion 	

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Ancient Greece			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C2-PO3: Analyze the enduring Greek contributions and their impact on later civilization: a. development of concepts of government and citizenship (i.e., democracy, city states, Persian and Peloponnesian War) b. scientific and cultural advancements (i.e., Socrates, Plato, Aristotle, art and architecture, literature and theater, mathematics, and philosophy, Homer, Olympics)</p>	<p>S4C2-PO5: Examine how the geographic characteristics of a place affect the economics and culture (i.e., no navigable rivers, mountains, seas and islands).</p> <p>S2C3-PO3: Compare the development of empires (e.g., Alexander, Han) throughout the world.</p>	<ul style="list-style-type: none"> • democracy • city-state • Greek citizenship • Plato • Socrates • Aristotle • Alexander the Great • Homer • art • literature • mathematics • philosophy • architecture • theater • economic structure of Greece • physical geography of Greece • Persian Wars • Peloponnesian Wars • Socratic Method • Pythagoras • Hellenism • Parthenon 	

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Ancient Rome			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C2-PO3: Analyze the enduring Greek and Roman contributions and their impact on later civilization: a. development of concepts of government and citizenship, (i.e., republics, veto, codification of law, development of empire, Julius Caesar, Augustus, Constantine) b. scientific and cultural advancements (i.e., network of roads, aqueducts, architecture, Julius Caesar, Augustus, Constantine)</p>	<p>S2C3-PO3: Compare the development of empires (e.g., Alexander, Roman, Han) throughout the world.</p> <p>S2C2-PO2: Analyze the development and historical significance of Christianity (i.e. Paul, missionaries, Constantine, Jesus Christ).</p>	<ul style="list-style-type: none"> • Paul • Jesus Christ • Julius Caesar • codification of law • Roman Empire • Augustus • Christianity • Roman citizenship • Constantine • republics • veto • networks of roads • aqueducts • architecture • missionary • Pax Romana • civil service 	

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The World in Transition			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C3-PO1: Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure). a. reasons for the fall of Rome b. Justinian c. split of Christianity into the Orthodox and Catholic Churches. d. Dark Ages as compared to advanced empires elsewhere</p>	<p>S2C3-PO3: Compare the development of empires (e.g., Alexander, Roman, Han, Ottoman) throughout the world.</p>	<ul style="list-style-type: none"> • Pope • Dark Ages • Germanic Tribes • Silk Road • Fall of Rome • Byzantine Empire • Ottoman Empire • Arab Empire • Justinian • Eastern Orthodox Church • Roman Catholic Church • Magna Carta 	
<p>S2C3-PO4: Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries: a. Effects of the Crusades (i.e., increase in trade, religious intolerance, weakens feudalism, increase in power of King, rise in education, decrease power of Pope) b. commerce and the Silk Road c. impact on culture d. causes (i.e., rats, fleas, trade, poor sanitation) and effects (i.e., killed one-third of population, helped end feudalism) of the plague</p>	<p>S2C3-PO2: Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.</p> <p>S4C4-PO6: Analyze factors (e.g., biotic) that affect human populations (i.e., role of disease).</p>	<ul style="list-style-type: none"> • feudalism • biotic • crusades • plague • cultural diffusion 	

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Renaissance			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C4-PO1: Analyze the results of Renaissance thoughts and theories: a. rediscovery of Greek and Roman ideas (i.e., classical) b. humanism and its emphasis on individual potential and achievements c. innovations in the arts and sciences (i.e., Michelangelo [Sistine Chapel Ceiling, David, Pieta], da Vinci [Mona Lisa, Last Supper], Raphael [School of Athens], perspective, Machiavelli [<u>The Prince</u>], patrons of the arts).</p>		<ul style="list-style-type: none"> • patron • classical • Renaissance • Sistine Chapel ceiling • <i>David</i> (p. 478 image) • <i>Pieta</i> • <i>Mona Lisa</i> (p. 478 image) • <i>Last Supper</i> (p 286 image) • <i>School of Athens</i> (p. 479 image) • <i>The Prince</i> • Michelangelo • da Vinci • Machiavelli • Raphael • perspective • humanism • Florence 	

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Reformation			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S2C4-PO2: Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society.</p> <p>a. Inquisition b. impact of printing press c. Henry VIII d. Martin Luther e. John Calvin f. creation of new Protestant denominations</p>		<ul style="list-style-type: none"> • printing press • denomination • vernacular • Inquisition • secular • Henry VIII • John Calvin • Martin Luther • reformation • protestant • indulgences • predestination • Anglican church • Catholic Reformation 	

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