

World History

Grade Level:	10
Length:	1 Year
Period(s) Per Day:	1
Credit:	1
Credit Requirement Fulfilled:	Required of sophomores - a must pass course

Course Description

This course is a study of human development from earliest to the present time. A certain amount of physical geography will be incorporated into the course, such as locations of nations, major cities, rivers, and mountains. The course will also deal with the development of civilizations in Europe, Asia, Africa, North and South America. The first nine weeks period will be a survey of ancient and medieval cultures. The remaining three nine week periods will concentrate on modern times, from the Renaissance to the present with emphasis upon the Western world.

The goal of this class is to become familiar with the major ideas, movements, civilizations, and technologies of the Western world beginning in Ancient Mesopotamia and ending in Europe in the 1940's. This class will focus on the foundations of civilization and the student should gain an understanding of how civilizations are created, how they are sustained, and why many civilizations ultimately collapse.

Course Objectives and Expectations

1. To study major themes in world history and develop comparisons to our contemporary experience.
2. To create a greater awareness of both the world role of a major nation and the individual role of a responsible citizen.
3. To reinforce study skills and to encourage to undertake a fair degree of self-guided education.

Student Objectives

1. Students will make connections from the past with their current lives in the 21st century.
2. Students will analyze how people create and change structures of power, with an emphasis on Greek Democracy, the Roman Republic, American Declaration of Independence, French Revolution, and Nazi Germany.
3. Students will explain the similarities, differences, and origins of all the major world religions (Judaism, Christianity, Islam, Hinduism, and Buddhism)
4. Students will explain and defend the importance of the Industrial Revolution and its connection to today's modern and technologically advanced society.
5. Students will evaluate and examine developments in new technology, major ideas of the time period, and cultural trends.

Pacing

Semester 1

Unit One- Early River Civilizations

(Mesopotamia, Egypt, India and China)

Unit Two- Early forms of Government and Hellenistic Culture

(Ancient and Classical Greece, the Greek World)

Unit Three- Rome and Antiquity

(Ancient Rome, Julius Caesar, Pax Romana, wars)

Unit Four- Rise of Islam

(Europe in the Middle Ages, Rome/Byzantine empire, crusades)

Quarter 1: Weeks 1-4

Ancient River Civilizations

-Mesopotamia

-Egypt

-Mediterranean cultures

World Religions

-Judaism

-Hinduism

-Buddhism

Weeks 5-9

Ancient Greece

-Geography

-Greek war technologies

-birth of Democracy/Greek Culture

-legacy of Alexander the Great

Quarter 2: Weeks 10-14

Roman Republic to Empire

-republic to empire

-emperors

-technology and achievements

-rise of Christianity

-fall of an empire

Weeks 15-18

World of Islam

-principles of religion

-culture and beliefs

-empires and civilizations

-achievements of the Muslim world

Middle Ages

-Schism of the church

-Feudal society

-Crusades

-Role of the church

Semester 2

Unit Five- Renaissance, Reformation, Exploration

(Art, Protestant reformation, discovery, trade)

Unit Six- Revolution, and Enlightenment

(French and Am. Revolutions, absolutism, science and discovery)

Unit Seven- Industrial Revolution, Mass Society, and Imperialism

(social progress, inventions, suffrage, changes in government)

Unit Eight- The World at War, Twice

(WWI-II, Holocaust, rise of communism)

Quarter 3: Weeks 1-4

Renaissance and Reformation

-Ideas, concepts, changes

-Great thinkers/ artists

-Role of Martin Luther

-Impact of reformation

Age of Exploration

-Explorers

-Motives for exploration

-Impact on indigenous peoples

-Columbian exchange

Weeks 5-9

Enlightenment

-Scientific revolution

-Ideas, concepts, changes

-American Revolution

French Revolution

-Causes and consequences

-Legacy of Napoleon Bonaparte

Industrial Revolution

-mass society

-urbanization

-romanticism and realism

Nationalism and Unification

-German and Italian unification

-19th century Liberalism vs. Conservatism

Quarter 4: Weeks 10-14

Imperialism

-Motives for expansion

-Colonialism

-impacts on tribal populations

-unification and self-determination

Weeks 15-16

World War I

- causes of war- Militarism, Imperialism, Nationalism
- impacts of new technology and military weapons
- Treaty of Versailles

Weeks 17-18

World War II

- rise of dictators
- desire for “living space”
- Holocaust and anti-Semitism
- the world at war

Montana Standards for Social Studies

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

1. Analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
2. Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).
3. Synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).

Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Benchmarks:

1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).
2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population).
3. Assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).

4. Analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).
5. Select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.
6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).
7. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).

Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.
2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.
3. Apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.
- 4a Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world. 4b analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.
5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.
6. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).
7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and

bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).