

*World History*  
*10<sup>th</sup> - 12<sup>th</sup> Grade*

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# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

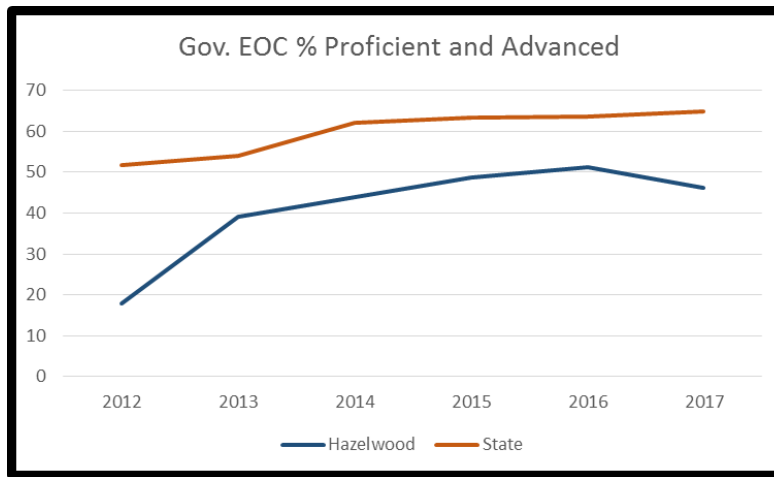
Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

## Curriculum Overview

Current State End of Course (EOC) assessment scores for social studies indicate a need for strengthening social studies instruction at all levels. While Hazelwood scores have risen since the 2011-2012 school year, in 2017 the state scores show 18.8% more students scoring proficient statewide than Hazelwood students (51.3 % compared to 63.6 %).

Below is the data comparing the state and Hazelwood students scoring advanced and proficient from the 2011-2012 school year through the 2016-2017 school year.



The curriculum committee researched best practices in social studies education prior to writing the new curriculum; therefore, the new curriculum is designed to enhance the rigor of the social studies disciplines and to build critical thinking, problem solving, and participatory skills allowing students to become engaged citizens.

World history is a comprehensive curriculum on the human past. It is distinct from curricula that emphasize a sequence of regions and civilizations. The world history curriculum emphasizes skills in historical thinking, a chronological approach to the human past, multiple scales of social activity, interactions among groups of people and social processes, and the identification of multiple perspectives on the past. The curriculum explores social change, cultural interaction, and economic and political development. It presents an orderly exploration of multiple spheres of history and scientific inquiry. At the same time the curriculum addresses conflict as well as cooperation in the past, and explores debate as well as consensus.

-Alliance for Learning in World History, 2017

The new curriculum is a melding of the new Missouri Learning Standards (adopted in May of 2016) and the College, Career, and Civic Life (C3) Framework for Social Studies Standards

developed by the National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE).

The College, Career, and Civic Life (C3) Framework is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to Standards for English Language Arts.

NCSS, 2010

In addition to the increased rigor and critical thinking skills of the C3 Framework, the curriculum is aligned to the 2016 Missouri Learning Standards. The curriculum meets all of the state and district requirements for research, technology, literacy, gender equality, English Language Learners, racial equality, and disability awareness.

The curriculum contains required assessments and suggested learning activities. Teachers are encouraged to select activities reflecting the needs and abilities of their students. Although the learning activities are suggested, completion of the activities will prepare students to be successful on the required district assessments.

COURSE TITLE: World History

GRADE LEVEL: 10<sup>th</sup> – 12<sup>th</sup> Grade

**Course Description:**

*This course requires students to examine world history from The Renaissance through modern times. Students will examine the major events, movements, and issues which have shaped the world. Included are evaluation of The Renaissance, Exploration, The Enlightenment, worldwide revolutions, World War I, Depression Era, World War II, Cold War, and the philosophical attitudes through present day. Students will acquire an understanding of the forces shaping the world in which they live. Students use reading and writing strategies, analyze primary and secondary source material, use research and information skills, and actively engage in evaluation, analysis, and synthesis of historical events.*

**Course Rationale:**

*Social studies creates students who learn skills ranging from reading a map to framing an argument, and it teaches students to assess the validity of evidence, evaluate conflicting points of view and apply facts in order to make decisions and articulate compelling arguments. These real world skills enable students to become critical thinkers, independent learners, problem solvers, and effective communicators so that they will be able to acquire information, an understanding of cultural diversity, and the skills necessary to become full participants in our democratic society.*

<b>Course Scope and Sequence</b>			
<u>Unit 1</u> <i>The World before Modern Times</i>  10 sessions of 90 minutes	<u>Unit 2</u> <i>Renaissance, Reformation and Science</i>  8 sessions of 90 minutes	<u>Unit 3</u> <i>Age of Discovery</i>  6 sessions of 90 minutes	<u>Unit 4</u> <i>The Enlightenment</i>  6 sessions of 90 minutes
<u>Unit 5</u> <i>Age of Revolutions</i>  10 sessions of 90 minutes	<u>Unit 6</u> <i>Imperialism</i>  6 sessions of 90 minutes	<u>Unit 7</u> <i>WWI</i>  8 sessions of 90 minutes	<u>Unit 8</u> <i>WWII</i>  14 sessions of 90 minutes
<u>Unit 9</u> <i>Post World War II</i>  12 sessions of 90 minutes			

## Unit Objectives

### Unit 1

- 1. Students will be able to explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires.*
- 2. Students will be able to compare the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas, and Middle East in ancient and medieval times.*
- 3. Students will be able to compare and contrast governmental systems, including monarchy, oligarchy, dynasty, and theocracy.*
- 4. Students will be able to explain the influence of the classical revival on governmental systems including their source of power, how leaders are selected, and how decisions are made.*
- 5. Students will be able to analyze physical geography to explain how regions are connected or isolated from each other.*
- 6. Students will be able to compare and contrast regions by examining the cultural characteristics of European, African, Asian, and American societies.*
- 7. Students will be able to analyze the flow of goods and ideas along ocean and overland trade routes to explain their contributions to economic success or failures of societies in Europe, Africa, Middle East, India, the Americas, and China.*
- 8. Students will be able to explain how scientific and technological advancements impacted the interconnectedness within and among regions.*
- 9. Students will be able to analyze the historic rise of Islam, as well as the expansion of Christianity, Islam, and Buddhism in order to explain their transformations and roles in conflict and cooperation.*

### Unit 2

- 1. Students will be able to explain how the Crusades, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance.*
- 2. Students will be able to analyze the intellectual, architectural, and artistic achievements of the Renaissance resulting from the rebirth of Classical ideas.*
- 3. Students will be able to analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking and explain their social, political and economic impact.*
- 4. Students will be able to trace the development and impact of religious reform on exploration and conflicts among groups and nations.*

### Unit 3

- 1. Students will analyze the causes and consequences of European overseas expansion to determine its effect on peoples and cultures in Europe, Asia, Africa, and the Americas.*
- 2. Students will explain the challenges and benefits of large land empires including those found in Russia, China, and the Middle East.*
- 3. Students will analyze physical geography to explain the availability and movement of resources.*
- 4. Students will describe major changes in patterns of migration and human settlement in Africa, Asia and the Americas resulting from European expansion.*
- 5. Students will compare the extent and impacts of African, European, American, and Asian trade networks.*

6. *Students will compare the origins, development, and effects of coerced labor systems in Asia, Africa, Europe, and the Americas*
7. *Students will describe how new sources of wealth resulting from global interaction impacted cultures and civilizations.*
8. *Students will analyze the exchange of people, goods, and ideas to determine their impact on global interdependence and conflict.*
9. *Students will determine the extent and impact of cultural exchange, interaction, and disruption that resulted from the Columbian Exchange and European expansion in the Eastern and Western Hemispheres.*

#### Unit 4

1. *Students will describe how governments and governmental institutions of the Eastern and Western Hemispheres changed to deal with the challenges and opportunities of an interconnected world.*
2. *Students will analyze the style and function of a leader to determine their impact on a governmental system.*
3. *Students will assess the roles of class, ethnic/racial groups, gender, and age to determine a person's roles in society and social institutions.*
4. *Students will analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of power.*
5. *Students will compare and contrast limited and absolute governments and the extent of their impact on individuals and society.*
6. *Students will analyze the intellectual, artistic, and literary achievements of the Enlightenment to determine how they challenged the status quo.*

#### Unit 5

1. *Students will evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution.*
2. *Students will compare and contrast causes and significant outcomes of political revolutions during this era. (e.g., Glorious Revolution, American Revolution, French Revolution, Haitian and Latin American Revolutions).*
3. *Students will analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty.*
4. *Students will compare and contrast government systems resulting from political revolutions.*
5. *Students will explain how and why places changed as a result of revolutions and why people perceived the same place in varied ways.*
6. *Students will extrapolate the push-pull factors created by revolutions to determine their impacts on population distribution, settlements, and migrations.*
7. *Students will explain the significance of new technologies in expanding peoples' capacity to modify the physical environment and their consequences.*
8. *Students will analyze the origins and characteristics of laissez faire, market, mixed, and command economic systems to determine their effects on personal, social, and political decisions.*



9. Students will examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia, and the Americas.
10. Students will analyze new technologies and forms of energy to determine their effects on the lives of individuals, groups, and societal organization.
11. Students will analyze social and educational reform movements to determine their impact on the challenges brought about by revolutions.
12. Students will analyze political, social, cultural, artistic, and economic revolutions to determine how they impacted the concepts of class, race, tribe, slavery, and caste affiliation.
13. Students will analyze reactions to revolutions in order to predict future conflicts.

#### Unit 6

1. Students will evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.
2. Students will analyze world-wide imperialism in the late 19th and early 20th centuries to determine its causes and consequences.
3. Students will trace the origins, and relationships among the world wars, revolutions, and global conflicts of 20th century to determine their impacts on the world today.
4. Students will analyze the process of globalization to determine its effect on global conflict and cooperation.

#### Unit 7

1. Students will analyze world-wide imperialism in the late 19th and early 20th centuries to determine its causes and consequences.
2. Students will trace the origins and relationships among the world wars, revolutions, and global conflicts of 20th century to determine their impacts on the world today.
3. Students will analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
4. Students will analyze physical geography to explain the availability and movement of resources.
5. Students will explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment.
6. Students will evaluate the relationship between technological and scientific advancements (e.g., communication, transportation, production) and increasing global interaction.
7. Students will analyze economic systems (e.g., market, mixed, command) to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions.
8. Students will analyze the process of globalization to determine its effect on global conflict and cooperation.
9. Students will evaluate the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450.

#### Unit 8

1. Students will trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today.
2. Students will compare and contrast evolving governmental systems, including monarchy, totalitarianism, theocracy, and representative government to determine their impact on society.

3. *Students will analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.*
4. *Students will evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.*
5. *Students will analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.*
6. *Students will evaluate the powers and responsibilities of citizens and institutions to address and solve world problems.*
7. *Students will analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.*
8. *Students will analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.*

#### Unit 9

1. *Students will trace the origins, and relationships among the world wars, revolutions, and global conflicts of 20th century to determine their impacts on the world today.*
2. *Students will analyze the varying processes of decolonization to compare its effects on the world today.*
3. *Students will compare and contrast evolving governmental systems, including monarchy, totalitarianism, theocracy, and representative government to determine their impact on society.*
4. *Students will analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.*
5. *Students will evaluate the relationship between technological and scientific advancements (e.g., communication, transportation, production) and increasing global interaction.*
6. *Students will evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.*
7. *Students will analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts.*
8. *Students will analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.*
9. *Students will evaluate the powers and responsibilities of citizens and institutions to address and solve world problems c. post 1450.*

## Essential Terminology/Vocabulary

### Unit 1

*Anarchy, Buddhism, Christianity, construct, dictatorship, diffusion, direct democracy, empire, Islam, Judaism, monarchy, monotheistic, oligarchy, polytheistic, representative democracy, SPICE and theocracy.*

### Unit 2

*Catholic, geocentric, heliocentric, heresy, humanism, Indulgences, Protestant, Reformation, Renaissance, and vernacular.*

### Unit 3

*Columbian Exchange, indigenous, mercantilism and Triangle Trade.*

### Unit 4

*Absolutism, Consent of the governed, Divine Right, Due process, Natural rights, Separation of powers, Social Contract, Status quo and Unalienable rights.*

### Unit 5

*Absolutism, capital, command economy, labor, laissez faire, market economy, mixed economy, nationalism and revolution.*

### Unit 6

*Alliances, ethnocentrism, imperialism and nationalism.*

### Unit 7

*Alliances, Capitalism, Communism, Imperialism, Militarism, Nationalism, Socialism, Triple Alliance and Triple Entente.*

### Unit 8

*Adolf Hitler, appeasement, Axis Powers, Benito Mussolini, Franklin Roosevelt, genocide, Hideki Tojo, Hiroshima, interment, island hopping, Joseph Stalin, Lend Lease Act, Manhattan Project, Munich Agreement, Nagasaki, totalitarian, Winston Churchill, and Yalta Conference.*

### Unit 9

*9/11, Al-Qaeda, Axis of Evil, Brinkmanship, Cold War, Globalization, Homeland Security, Patriot Act, and Taliban.*

## Proposed Course Materials and Resources:

- *World States History & Geography: Modern Times, McGraw-Hill Education © 2018. ISBN: 978-0-07-676824-0 Print and Online text and resources*