

SOCIAL STUDIES DEPARTMENT

WORLD HISTORY (H): COURSE #211

Contact Information

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The Department's Educational Philosophy

The goal of the Social Studies Department is to provide students with the information and skills necessary to act as responsible global citizens. To achieve this goal we facilitate the process whereby students develop an understanding of American culture. Culture includes the unique characteristics of American society – its social structure, economic system and political organization. An understanding of American society must be grounded in a knowledge of the general patterns of western civilization from which American culture evolved. In an age of increasing global interconnectedness, it is vital to develop an awareness of and appreciation for other cultures.

Guiding Principles

All social studies students should:

- Demonstrate an awareness of the major factors involved in the development of civilizations from the Middle Ages to the present.
- Acquire useful and relevant information about the world in which they live.
- Develop the necessary skills to gather further information about whatever interests them.
- Think critically about sources of information, both primary and secondary, recognizing bias and viewpoint and separating fact and fiction.
- Interpret the world around them in such a way that they can make responsible decisions and act upon them effectively.
- Develop personal values and a sense of their own worth and dignity as individuals.
- Respect and appreciate one's own culture and way of life, as well as those of others.
- Be aware of the dependence of humans on their total environment and develop a personal concern for the preservation of an environment worth living in.
- Possess a sense of responsibility toward others and a willingness to work in a cooperative way for the common good.
- Develop a respect for learning and a desire to continue to learn beyond the opportunities provided by formal education.

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Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: None

Background to the Curriculum

World History is the first of three sequential, required courses in the Social Studies Department. It is an established and accepted core curriculum that is consistent with the Massachusetts Frameworks for History and Social Sciences. The course is designed to serve two basic purposes:

1. To survey the development of Western civilization from 500 to 1815 A.D. to familiarize the student with the general historical development of his/her culture;
2. To provide the necessary background for more meaningful treatment of the social studies in more specialized courses offered in grades 10 – 12.

The course focuses on the history of Medieval Europe and the “modern period” through the Age of Napoleon. Consideration of the important aspects of African, Asian and Pre-Columbian American cultures and history concurrent to the parameters of the European chronology is included in the program. There is emphasis on art history, required summer reading, extensive utilization of additional outside readings selected from a variety of sources, and critical analysis of primary sources meant to enhance the core curriculum.

Core Concepts/Skills

- Diverse forms of government
- Fundamental economic concepts and systems
- Interaction of geography and culture
- Identification of physical space, place and location
- Ideologies of major religions
- Significant historical figures and events and their impact
- Key philosophical and artistic movements
- Chronology and cause of events
- Technology and its impact on culture and history
- Evolution of social organization with focus on diversity/commonality

Core Topics

- Review of the legacies of Ancient Greek and Roman Civilizations
- Fall of Rome: Major Factors
- Byzantine Culture and History
- Medieval Europe
- Tang, Song, Ming, and Mongol Civilizations
- Golden Age of Africa
- Pre-Columbian Americas
- Crusades and Revival of Trade and Towns
- European Exploration of the World
- Enlightenment and Scientific Revolution
- Revolutions: Glorious and French

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Review key concepts in the formation of Greek democracy and Roman republic.	
2] Understand the significance of the contributions of Graeco-Roman traditions.	WHI.6
3] Create an awareness of the development of society and its institutions.	
4] Understand the causes and chronology of the fall of the Roman Empire.	WHI.6
5] Recognize the Byzantine Empire's role as preserver of the Graeco-Roman traditions and as the center for the transmission of ideas and technology from East to West.	WHI.6
6] Analyze, compare and contrast the diverse forms of government through history (democracy, monarchy, empire, etc.)	WHI.8, WHI.9, WHI.13, WHI.16, WHI.19, WHI.23

7] Describe the feudal system and understand its role as the political, economic and social system between the fall of Rome and emergence of modern Europe.	WHI.7, WHI.8
8] Recognize the major contributions and events of the Tang, Song, Ming and Mongol dynasties to World History.	WHI.4, WHI.23, WHI.24
9] Identify and analyze the beginnings of the our modern economic system in the re-emergence of trade and towns, mercantilism, and capitalism.	WHI.7, WHI.12, WHI.14, WHI.19
10] Identify the ideologies and contributions of Islam, Buddhism and Christianity to World History.	WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.7, WHI.9
11] Recognize the importance of geography to the diversity of cultures in Africa and the Americas.	WHI.12, WHI.13, WHI.14, WHI.15, WHI.16, WHI.17, WHI.18, WHI.19
12] Understand the development of Eastern and Western African cultures and the influence of Islam.	WHI.14, WHI.15, WHI.17, WHI.18
13] Understand key individuals and events in the developmental patterns and problems of nationalism.	WHI.30, WHI.31, WHI.32, WHI.35, WHII.1, WHII.2, WHII.3, WHII.4
14] Compare and contrast social class systems through the ages.	WHI.4, WHI.7, WHI.13, WHI.23, WHI.24, WHII.3, WHII.4
15] Identify and analyze the beginnings of modern western religious philosophy during the Reformation and Counter-reformation.	WHI.29, WHI.30, WHI.31, WHI.32
16] Create an awareness of the variety of human expression through the arts in the studies of Renaissance, China, Africa and Americas.	WHI.5, WHI.6, WHI.13, WHI.29
17] Identify major specific works of art and architecture from World History.	WHI.5, WHI.6, WHI.29
18] Describe the key concepts of the Scientific Revolution and their application to the philosophical change in the Enlightenment.	WHI.33, WHI.34, WHI.35
19] Apply the Enlightenment philosophies to the democratic revolutions in England and France.	WHII.1, WHII.3, WHII.2, WHII.4
20] Identify the significant technological innovations between 500 A.D. and 1815.	WHI.29, WHI.33, WHI.5, WHI.13
21] Understand the impact of the European Age of Exploration on Africa, Asia and the Americas.	WHI.3, WHI.9, WHI.11, WHI.12, WHI.13, WHI.20

22] Recognize the accomplishments and significance of the Congress of Vienna.	WHII.3
23] Create an overall understanding of the influence of geography on culture through World History.	WHI.1, WHI.4, WHI.7, WHI.12, WHI.13, WHI.20, WHI.24

Assessment

Student assessment is based on a variety of criteria, such as tests and quizzes, class work, homework, and effort. Units culminate with a test typically comprised of multiple choice questions, fill-in-the-blanks, identification-significance, short answers and essay. Questions deal with factual information, as well as an emphasis on abstract and critical thinking. Each unit, when appropriate, includes a geography quiz and vocabulary quiz. Three to four quizzes equal a test grade. Alternative assessments are also varied and frequent throughout the course; collaborative projects, role-playing, museum exhibits, and webquests are among the assignments. At the honors level, students are expected to complete a short, written critical analysis of selected readings, as well as required summer reading. A major research paper is assigned in conjunction with the teaching of research based on the “School Guidelines for Research” packet. Essay writing for history tests is presented in the early part of the school year, stressing the development of argument and thesis. Homework is assigned regularly, with 7-9 assignments per each 2-3 week unit, and class participation is expected consistently. A cumulative final is given in June.

Technology Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills &/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none"> 1] Students are encouraged to use computers for research and word processing when helpful or appropriate. 2] Students may choose to complete daily assignments in typed format; however, it is not required. 3] Typed format is expected on major research papers and projects. 4] Students are apprised of relevant internet sites. 5] Research paper includes web-site requirement, as does web-quest project. 	

Materials and Resources

Text:

Mazour and Peoples and Rabb, People and Nations, Harcourt Brace Jovanovich, Orlando, Florida, 1991

Additional Readings Books:

Fenton, Edwin (ed.), 32 Problems in World History, Scott Foresman & Co., Glenview, Illinois.

Filler and Eisen, The Human Adventure, Harcourt Brace and World, New York.

Hughes, William, Annual Editions: Western Civilization, vol. 1, Guilford, Connecticut.

Readings in World History, Harcourt Brace Jovanovich, Orlando, Florida.

Michener, James, Caribbean, Fawcett Crest, New York.

Additional reading packets and worksheets

Numerous audio-visual materials including slides and videos