

SOCIAL STUDIES DEPARTMENT

WORLD HISTORY (AE): COURSE #212

Contact Information

Pamela Lynn
Regional Department Leader, Social Studies
Acton-Boxborough Regional High School
36 Charter Road
Acton, MA 01720
Telephone: (978) 264-4700, x3413
Fax: (978) 266-1133
E-mail: plynn@mail.ab.mec.edu

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.

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, and Mongol Civilizations
- Golden Age of Africa
- Crusades and the Revival of Trade and Towns
- Evolution of Modern European Society: Renaissance, Nation States, Reformation
- 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.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 the emergence of modern Europe.	WHI.7, 1.8
8] Recognize the major contributions and events of the Tang, Song, and Mongol dynasties to World History.	WHI.4, WHI.23, WHI.24
9] Identify and analyze the beginnings of our modern economic system in the re-emergence of trade and towns, mercantilism, and capitalism.	WHI.7, 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.	WHI.15, WHI.16, WHI.17, WHI.18
12] Understand the development of Eastern and Western African cultures and the influence of Islam.	WHI.4, 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, WHI.1, WHII.2, WHII.3, WHII.4
14] Compare and contrast social class systems through the ages.	WHI.4, WHI.7, 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.	WHI.5, WHI.6, 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.2, WHII.3, WHII.4
20] Identify the significant technological innovations between 500 A.D. and 1815.	WHI.5, WHI.29, WHI.33
21] Understand the impact of the European Age of Exploration on Africa, Asia and the Americas.	WHI.3, WHI.9, WHI.11, WHI.20
22] Create an overall understanding of the influence of geography on culture through World History.	WHI.1, WHI.4, WHI.7, 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. Three to five quizzes equal a test grade. Alternative assessments are also varied and frequent throughout the course. 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 Resource

Text:

Beck, Roger, et. al., World History: Patterns of Interaction, MacDougall-Littell, Evanston, Illinois, 1999

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

Peck, Ira and Elise Bowman, The Age of Europe, Scholastic Inc., New York, New York, 1987.

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

Additional reading packets and worksheets

Numerous audio-visual materials including slides and videos