

**Course Information:**

Topic: World History

Grade Level: 10

Length: 1 Year

Period/s Per Day: 1 Period

**Essential Understanding:**

World History is a course that is required of all high school students. Students typically take it their sophomore year. 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 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.

**Theme Samples:**

1. Determining what a society values based upon the topics that appear most often in their legal codes.
2. Assessing the need for invention and innovation for civilizations, and the need to thrive in comparison to the contemporary civilizations.
3. Understanding how political systems can either perpetuate or alleviate social inequities.
4. Comparing social and political structures in different eras to glean information that best prepares the world for changes within those systems.
5. Analyzing what causes civilizations to collapse, and how to prevent a similar fate from befalling our current era.

**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 and pertinent Montana Content Standard:**

<b>Quarter 1</b>	<b>Standard</b>	<b>Technology</b>
Early Civilization River Valley Societies	MSSCS 1, 3	10.01
World Religions	MSSCS 3	10.02, 10.03
Greece	MSSCS 1, 3, 4	10.04
<b>Quarter 2</b>		
Rome	MSSCS 1, 3, 4	10.04
Islamic Empires/Middle Ages	MSSCS 1, 3, 4	10.01
<b>Quarter 3</b>		
Renaissance and Reformation	MSSCS 1, 3, 4	10.01
Age of Exploration	MSSCS 3, 4	10.02, 10.03
Enlightenment	MSSCS 4	10.01
French Revolution	MSSCS 1, 4	10.04
Industrialization/Unification	MSSCS 1, 3, 4	10.04
<b>Quarter 4</b>		
Imperialism	MSSCS 3, 4	10.02, 10.03
World War I	MSSCS 1, 3, 4	10.01
World War II	MSSCS 1, 3, 4	10.04

## **Course Outline and Assessments:**

### Unit I: Early Civilization River Valley Societies

- A. Neolithic Revolution
- B. Domestication
- C. Mesopotamia
- D. Egypt
- E. Eastern Civilization (China and India)
- F. Assessment: Short answer, multiple choice, and essays

### Unit II: World Religions

- A. Judaism
- B. Christianity
- C. Islam
- D. Hinduism
- E. Buddhism
- F. Assessment: Projects on World Religions or incorporation/emphasis in appropriate units

### Unit III: Greece

- A. Greek Geography
- B. Democracy and Tyranny
- C. Sparta and Athens
- D. Philosophy and Culture
- E. Alexander the Great
- F. Assessment: Short answer, multiple choice, and essays

### Unit IV: Rome

- A. Roman Geography
- B. Roman Republic
- C. Punic Wars
- D. The Impact of Julius Caesar
- E. Technology and City Planning
- F. Christianity
- G. Fall of Rome
- H. Assessment: Short answer, multiple choice, and essays

### Unit V: Islamic Empires

- A. Arabic Geography
- B. Pillars of Islam
- C. Islamic Culture and Misconceptions concerning Sharia Law
- D. Islamic Achievements
- E. Assessment: Short answer, multiple choice, and essays

## Unit VI: Middle Ages

- A. Europe post-Roman Empire
- B. Feudal Society
- C. The Great Schism
- D. The Black Death
- E. The Crusades
- F. Assessment: Short answer, multiple choice, and essays

## Unit VII: Renaissance and Protestant Reformation

- A. The Role of the Church
- B. The Inquisition
- C. Martin Luther's role
- D. Conflict and compromise
- E. Impact of Reformation
- F. Assessment: Short answer, multiple choice, and essays

## Unit VIII: Age of Exploration

- A. Motivations for exploration
- B. Conflict and impact on indigenous peoples
- C. Columbian Exchange
- D. Explorers
- E. Assessment: Biographical research project of explorer's impact on world history

## Unit IX: Age of Enlightenment

- A. Scientific discoveries and theories
- B. Changing views on government Locke and Hobbes
- C. American Revolution
- D. Bacon and Descartes
- G. Assessment: Short answer, multiple choice, and essays

## Unit X: French Revolution

- A. Impact of Enlightenment Ideas
- B. Social Inequity and Revolution
- C. The Impact of Napoleon Bonaparte
- D. Conflict and the Congress of Vienna
- E. Assessment: Short answer, multiple choice, and essays

Unit XI: Industrialization and Unification

- A. Invention and innovation
- B. Urban society and social inequity
- C. Romanticism and realism
- D. Crimean War
- E. Unification of Italy
- F. Unification of Germany and Otto von Bismarck
- G. Assessment: Short answer, multiple choice, and essays

Unit XII: Imperialism

- A. Motives for colonization
- B. Racism and “White Man’s Burden”
- C. Impact on indigenous populations
- D. Conflict and impact on geography
- E. Assessment: Research project on the impacts of imperialism on a colonized country

Unit XIII: World War I

- A. MAIN causes (Militarism, Alliances, Imperialism, and Nationalism)
- B. Balkan Powder Keg
- C. Industrialized Warfare
- D. Spanish Flu
- E. Treaty of Versailles
- F. Assessment: Short answer, multiple choice, and essays

Unit XIV: World War II

- A. Unsolved Problems from WWI
- B. Fascism, Eugenics, and Hyper-nationalism
- C. Causes and impact of the Holocaust
- D. Global Warfare
- E. Democracies, dictatorships, and socialist states
- F. Determining guilt and dealing with fascism Postwar
- G. Refugee Crisis
- H. Assessment: Short answer, multiple choice, and essays

**Timeline:** The timeline should include unit titles and the approximate time it will take to teach the unit.

Title	Approximate Timeline
Unit I: River Valley Societies	4 weeks
Unit II: World Religions	1 week
Unit III: Greece	4 weeks

Unit IV: Rome	4 weeks
Unit V: Islamic Empires	2 weeks
Unit VI: Middle Ages	2 weeks
Unit VII: Renaissance and Reformation	2 weeks
Unit VIII: Age of Discovery	2 weeks
Unit IX: Age of Enlightenment	2 weeks
Unit X: French Revolution	2 weeks
Unit XI: Industrialization and Unification	2 weeks
Unit XII: Imperialism	3 weeks
Unit XIII: World War I	3 weeks
Unit XIV: World War II	2 weeks

**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).

**Resources:**

HPS Technology Curriculum:

<https://www.blueponyk12.com/cms/lib/MT01001096/Centricity/Domain/12/HAVRE%20PUBLIC%20SCHOOLS%20TECHNOLOGY%20CURRICULUM.pdf>

World History Textbook

HPS World History Curriculum

<https://www.blueponyk12.com/cms/lib/MT01001096/Centricity/Domain/12/World%20History.pdf>