

World History
JS Morton HS District 201
2015-16

Teacher:
Phone:
Email:
Classroom:
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Foundations of History & Ancient Greece

Key Concept: Students will understand the emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE.

Anchor Standards	Standards (I Can...)
2A The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states	<ul style="list-style-type: none"> • compare Athenian democracy with the military aristocracy of Sparta. [Compare and contrast differing sets of ideas, values, and institutions] • explain hierarchical relationships within Greek society and analyze the civic, economic, and social tasks that men and women of different classes performed [Appreciate historical perspectives] • describe the changing political institutions of Athens in the 6th and 5th centuries BCE and analyze the influence of political thought on public life. [Reconstruct patterns of historical succession and duration] • assess the importance of Greek ideas about democracy and citizenship for the development of Western political thought and institutions. [Hypothesize the influence of the past]
2B The student understands the major cultural achievements of Greek civilization.	<ul style="list-style-type: none"> • Identify the major characteristics of Hellenic architecture and sculpture and assess the ways in which architecture, sculpture, and painting expressed or influenced social values and attitudes. [Draw upon visual sources] • Identify major Greek myths and dramas and assess how they reflected social values and attitudes. • Explain the leading ideas of Socrates, Plato, Aristotle, Herodotus, and other philosophers and historians. [Appreciate historical perspective] •
2C The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks.	<ul style="list-style-type: none"> • Explain the founding, expansion, and political organization of the Persian empire. [Reconstruct patterns of historical succession and duration] • Analyze the major events of the wars between Persia and the Greek city-states and the reasons why the Persians failed to conquer the Aegean region. [Analyze multiple causation] • Describe the basic teachings of Zoroastrianism. [Interrogate historical data]
2D The student understands Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture.	<ul style="list-style-type: none"> • Analyze the rise of Macedonia under Philip II and explain the campaigns and scope and success of Alexander's imperial conquests. [Reconstruct patterns of historical succession and duration] • Assess Alexander's achievements as a military and political leader and analyze why the empire broke up into successor kingdoms. [Analyze cause-and-effect relationships] • Evaluate major achievements of Hellenistic art, philosophy, science, and political thought. [Appreciate historical perspectives]

Rome

Key Concept: Students will understand how major religions and large-scale empires arose in the Mediterranean region from 500 BCE – 300 CE.

Anchor Standards	Standards (I Can...)
3A The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule.	<ul style="list-style-type: none"> • Describe the political and social institutions of the Roman Republic and analyze why Rome was transformed from republic to empire. [Analyze cause-and-effect relationships] • Describe the major phases in the expansion of the empire through the 1st century CE. [Reconstruct patterns of historical succession and duration] • Assess ways in which imperial rule over a vast area transformed Roman society,

	<p>economy, and culture. [Analyze cause-and-effect relationships]</p> <ul style="list-style-type: none"> Evaluate the major legal, artistic, architectural, technological, and literary achievements of the Romans and the influence of Hellenistic cultural traditions on Roman Europe. [Appreciate historical perspectives]
3B The student understands the emergence of Christianity in the context of the Roman Empire	<ul style="list-style-type: none"> Describe the lives of Jesus and Paul and explain the fundamental teachings of Christianity. [Appreciate historical perspectives] Analyze how Christianity spread widely in the Roman Empire. [Analyze multiple causation]
5 Major global trends from 1000 BCE-300 CE.	<ul style="list-style-type: none"> Define the concept of “classical civilizations” and assess the enduring importance of ideas, institutions, and art forms that emerged in the classical periods. [Analyze the importance of ideas]
4-1A The student understands the decline of the Roman and Han empires.	<ul style="list-style-type: none"> Analyze various causes that historians have proposed to account for the decline of the Han and Roman empires. [Evaluate major debates among historians] Trace the migrations and military movements of major pastoral nomadic groups into both the Roman Empire and China. [Reconstruct patterns of historical succession and duration] Analyze comparatively the collapse of the western part of the classical Roman Empire and the survival of the eastern part. [Compare and contrast differing sets of ideas]
The Middle Ages	
Key Concept: Students will understand the development of expanding zones of exchange and encounter from 300 to 1000CE and the search for political, social, and cultural redefinition in Europe from 500 to 1500 CE.	
Anchor Standards	Standards (I Can...)
4-2 Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries.	<ul style="list-style-type: none"> Describe the life of Muhammad, the development of the early Muslim community, and the basic teachings and practices of Islam. [Assess the importance of the individual] Analyze how Islam spread in Southwest Asia and the Mediterranean region. [Analyze the influence of ideas]
4A The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire.	<ul style="list-style-type: none"> Assess the importance of monasteries, convents, the Latin Church, and missionaries from Britain and Ireland in the Christianizing of western and central Europe. [Analyze cause-and-effect relationships]
4B The student understands the coalescence of political and social order in Europe.	<ul style="list-style-type: none"> Assess the impact of Norse (Viking) and Magyar migrations and invasions, as well as internal conflicts, on the emergence of independent lords and the knightly class. [Analyze cause-and-effect relationships] Analyze the importance of monasteries and convents as centers of political power, economic productivity, and communal life. [Examine the influence of ideas]
5 - 2 The redefining of European society and culture, 1000-1300 CE	<ul style="list-style-type: none"> Describe feudal lordship and explain how feudal relationships provided a foundation of political order in parts of Europe. [Interrogate historical data] Describe manorialism and serfdom as institutions of medieval Europe and analyze how population growth and agricultural expansion affected the legal position and working lives of peasant men and women. [Appreciate historical perspective]
2B The student understands the expansion of Christian Europe after 1000.	<ul style="list-style-type: none"> Analyze the causes and consequences of the European Crusades against Syria and Palestine. [Analyze cause-and-effect relationships]
2C The student understands the patterns of social change and cultural achievement in Europe’s emerging civilizations.	<ul style="list-style-type: none"> Analyze ways in which ideals of chivalry and courtly love affected feudal society. [Analyze cause-and-effect relationships] Evaluate major works of art, architecture, and literature and analyze how they shed light on values and attitudes in Christian society. [Draw upon visual sources]

<p>5A The student understands the consequences of Black Death and recurring plague pandemic in the 14th century.</p>	<ul style="list-style-type: none"> • Explain the origins and characteristics of the plague pandemic of the mid-14th century, and describe its spread across Eurasia and North Africa. [Reconstruct patterns of historical succession and duration] • Analyze the demographic, economic, social, and political effects of the plague pandemic in Eurasia and North Africa in the second half of the 14th century. [Appreciate historical perspectives]
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The Renaissance and Reformation

Key Concept: Students will understand the trans-oceanic interlinking of all major religions of the world and how European society experienced political, economic and cultural transformations in an age of global intercommunication from 1450-1750.

Anchor Standards	Standards (I Can...)
<p>5B The student understands transformations in Europe following the economic and demographic crises of the 14th century.</p>	<ul style="list-style-type: none"> • Define humanism as it emerged in Italy in the 14th and 15th centuries and analyze how study of Greco-Roman antiquity and critical analysis of texts gave rise to new forms of literature, philosophy, and education. [Examine the influence of ideas] • Evaluate the aesthetic and cultural significance of major changes in the techniques of painting, sculpture, and architecture. [Appreciate historical perspectives]
<p>1A The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries.</p>	<ul style="list-style-type: none"> • Analyze the major social, economic, political, and cultural features of European society, and in particular of Spain and Portugal, that stimulated exploration and conquest overseas. [Identify issues and problems in the past]
<p>1B The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries.</p>	<ul style="list-style-type: none"> • Describe the political and military collision between the Spanish and the Aztec and Inca empires and analyze why these empires collapsed. [Identify issues and problems in the past] • Explain the founding and organization of Spanish and Portuguese colonial empires in the Americas and Southeast Asia and assess the role of the Catholic Church in colonial administration and policies regarding indigenous populations. [Interrogate historical data]
<p>1C The student understands the consequences of the worldwide exchange of flora, fauna, and pathogens.</p>	<ul style="list-style-type: none"> • Analyze why the introduction of new disease microorganisms in the Americas after 1492 had such devastating demographic and social effects on American Indian populations. [Analyze cause-and-effect relationships]
<p>2B The student understands the Renaissance, Reformation, and Catholic Reformation.</p>	<ul style="list-style-type: none"> • Analyze the social and intellectual significance of the technological innovation of printing with movable type. [Demonstrate and explain the influence of ideas] • Explain connections between the Italian Renaissance and the development of humanist ideas in Europe north of the Alps. [Compare and contrast differing sets of ideas and values] • Evaluate major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe. [Draw upon visual data and literary sources] • Explain discontent among Europeans with the late medieval Church and analyze the beliefs and ideas of the leading Protestant reformers. [Marshal evidence of antecedent circumstances] • Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men’s and women’s education. [Analyze cause-and-effect relationships]

The Scientific Revolution and Enlightenment

Key Concept: Student will understand how the Scientific Revolution and Enlightenment contributed to transformations in European society.

Anchor Standards	Standards (I Can...)
2D The student understands how the Scientific Revolution contributed to transformations in European society.	<ul style="list-style-type: none"> Explain connections between the Scientific Revolution and its antecedents such as Greek rationalism, medieval theology, Muslim science, Renaissance humanism, and new global knowledge. [Marshal evidence of antecedent circumstances] Explain the cultural, religious, and scientific impact of astronomical discoveries and innovations from Copernicus to Newton. [Examine the influence of ideas] Explain the development and significance of the “scientific method.” [Examine the influence of ideas]
2E The student understands the significance of the Enlightenment in European and world history.	<ul style="list-style-type: none"> Explain connections between the Enlightenment and its antecedents such as Roman republicanism, the Renaissance, and the Scientific Revolution. [Marshal evidence of antecedent circumstances] Explain principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education. [Examine the influence of ideas] Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions. [Hypothesize the influence of the past] Describe ways in which Enlightenment thought contributed to reform of church and state and assess the reform programs of absolutist monarchs of Central Europe and Russia. [Analyze cause-and-effect relationships] Explain how academies, salons, and popular publishing contributed to the dissemination of Enlightenment ideas. [Examine the influence of ideas]
4 The student understands economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.	<ul style="list-style-type: none"> Explain how European governments and firms organized and financed the trans-Atlantic slave trade; and describe the conditions under which slaves made the “middle passage” from Africa to the Americas. [Appreciate historical perspectives]

An Age of Revolutions

Key Concept: Students will understand the causes and consequences of political revolutions in the late 18th and early 19th centuries as well as the causes and consequences of the agricultural and industrial revolutions, 1700-1850.

Anchor Standards	Standards (I can...)
7-1A The student understands how the French Revolution contributed to transformations in Europe and the world	<ul style="list-style-type: none"> analyze how the Seven Years War, Enlightenment thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France. [Analyze multiple causation] compare the causes, character, and consequences of the American and French revolutions. [Compare and contrast differing movements, institutions, and ideas] explain how the French Revolution developed from constitutional monarchy to democratic despotism to the Napoleonic empire. [Reconstruct patterns of historical succession and duration] analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. [Interrogate historical data] explain how the revolution affected French society, including religious institutions, social relations, education, marriage, family life, and the legal and political position of women. [Analyze cause-and-effect relationships] describe how the wars of the revolutionary and Napoleonic period changed Europe and assess Napoleon’s effects on the aims and outcomes of the revolution. [Analyze multiple causation]
7-2A The student understands the early industrialization and the importance of developments in England.	<ul style="list-style-type: none"> describe the characteristics of the “agricultural revolution” that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of land-holding. [Analyze cause-and-effect relationships] identify the major characteristics of the industrial revolution and compare industrial economies with other forms of economic organization. [Compare and contrast differing institutions]

<p>7-2B The student understands how industrial economies expanded and societies experienced transformations in Europe and the Atlantic.</p>	<ul style="list-style-type: none"> analyze connections between industrialization and movements for political and social reform in England, Western Europe, and the United States. [Analyze cause-and-effect relationships] analyze connections between industrialization and the rise of new types of labor organizations and mobilization. [Analyze cause-and-effect relationships]
<p>Imperialism and the First World War</p>	
<p>Key Concept: Students will understand patterns of global change in the era of Western military and economic dominance, and will understand the causes and global consequences of World War I.</p>	
<p>Anchor Standards</p>	<p>Standards (I Can...)</p>
<p>5B The student understands the causes and consequences of European settler colonization in the 19th century.</p>	<ul style="list-style-type: none"> Analyze geographical, political, economic, and epidemiological factors contributing to the success of European colonial settlement in such regions as Argentina, South Africa, Australia, New Zealand, Algeria, Siberia, Canada, and the United States. [Analyze multiple causation]
<p>5C The student understands the causes of European, American, and Japanese imperial expansion.</p>	<ul style="list-style-type: none"> Explain leading ideas of Social Darwinism and scientific racism in 19th-century Europe and assess the importance of these ideas in activating European imperial expansion in Africa and Asia. [Identify issues and problems in the past] Describe advances in transportation, medicine, and weapons technology in Europe in the later 19th century and assess the importance of these factors in the success of imperial expansion. [Analyze multiple causation] Analyze the motives that impelled several European powers to undertake imperial expansion against peoples of Africa, Southeast Asia, and China. [Interrogate historical data]
<p>5E The student understands the varying responses of African peoples to world economic developments and European imperialism.</p>	<ul style="list-style-type: none"> Explain major changes in the political geography of northern and Sub-Saharan Africa between 1880 and 1914. [Draw upon the data in historical maps]
<p>2A The student understands the causes of World War I.</p>	<ul style="list-style-type: none"> Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of the war. [Analyze multiple causation]
<p>2B The student understands the global scope, outcome, and human costs of the war.</p>	<ul style="list-style-type: none"> Explain how massive industrial production and innovations in military technology affected strategy, tactics, and the scale and duration of the war. [Analyze cause-and-effect relationships] Assess the short-term demographic, social, economic, and environmental consequences of the war's unprecedented violence and destruction. [Formulate historical questions]
<p>Interwar Period and The Second World War</p>	
<p>Key Concepts: Students will understand the search for peace and stability in the 1920s and 30s, as well as the causes and global consequences of World War II.</p>	
<p>Anchor Standards</p>	<p>Standards (I Can...)</p>
<p>8-3A The student understands postwar efforts to achieve lasting peace and social and economic recovery.</p>	<ul style="list-style-type: none"> Describe the conflicting aims and aspirations of the conferees at Versailles and analyze the responses of major powers to the terms of the settlement. [Consider multiple perspectives] Explain how the League of Nations was founded and assess its promise and limitations as a vehicle for achieving lasting peace. [Analyze cause-and-effect relationships] Analyze how the governments of Britain, France, Germany, and Italy responded to the economic and political challenges of the postwar decade. [Interrogate historical data]

	<ul style="list-style-type: none"> Assess the effects of United States isolationist policies on world politics and international relations in the 1920s. [Evaluate the implementation of a decision]
<p>8-3C The student understands the interplay between scientific or technological innovations and new patterns of social and cultural life in Europe, Asia and the Americas.</p>	<ul style="list-style-type: none"> Evaluate the impact of World War I and its aftermath on literature, art, and intellectual life in Europe and the United States. [Draw upon visual and literary sources] Evaluate the meaning and social impact of innovative movements in literature, architecture and the fine arts, such as Cubism, Surrealism, Expressionism, Socialist Realism, and jazz. [Draw upon visual, literary, and musical sources] Evaluate the impact of innovative movements in Western art and literature on other regions of the world and the influence of African and Asian art forms on Europe. [Draw comparisons across regions]
<p>8-3E The student understands the causes and global consequences of the Great Depression.</p>	<ul style="list-style-type: none"> Analyze the financial, economic, and social causes of the Depression and why it spread to most parts of the world. [Analyze multiple causation] Assess the human costs of the Depression, and compare its impact on economy and society in different countries and economic regions of the world. [Compare and contrast differing values, behaviors, and institutions] Analyze ways in which the Depression affected colonial peoples of Africa and Asia and how it contributed to the growth of nationalist movements. [Analyze cause-and-effect relationships]
<p>8-4A The student understands the causes of World War II.</p>	<ul style="list-style-type: none"> Explain the ideologies of fascism and Nazism and analyze how fascist and authoritarian regimes seized power and gained mass support in Italy, Germany, Spain, and Japan. [Analyze multiple causation] Analyze the relative importance of the legacy of World War I, the depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries as underlying causes of World War II. [Analyze multiple causation] Explain German, Italian, and Japanese military conquests and drives for empire in the 1930s. [Evaluate major debates among historians] Analyze the consequences of Britain, France, the United States, and other Western democracies' failure to effectively oppose fascist aggression. [Evaluate major debates among historians] Analyze the precipitating causes of the war and the reasons for early German and Japanese victories. [Analyze multiple causation]
<p>4B The student understands the global scope, outcome, and human costs of the war.</p>	<ul style="list-style-type: none"> Assess how the political and diplomatic leadership of such individuals as Churchill, Roosevelt, Hitler, Mussolini, and Stalin affected the outcome of the war. [Explain the importance of the individual] Analyze how and why the Nazi regime perpetrated a "war against the Jews" and describe the devastation suffered by Jews and other groups in the Nazi Holocaust. [Analyze cause-and-effect relationships] Assess the consequences of World War II as a total war. [Formulate historical questions]

How will we know students have learned it?

STANDARDS GRADING SCALE

Grade Scale	A- Advanced/Exemplary	B-Proficient	C-Basic	D-Needs Improvement	I-Incomplete
	4.0-5.0	3.0-3.9	2.0-2.9	1.0-1.9	0.0-0.9

Key Concept Weights	Semester 1		Semester 2	
	Foundations of History & Ancient Greece	20%	The Scientific Revolution and Enlightenment	20%
	Rome	20%	An Age of Revolutions	20%
	The Middle Ages	20%	Imperialism and WWI	20%
	The Renaissance and Reformation	20%	Interwar Period and The Second World War	20%
	Semester One Final Exam	20%	Semester Two Final Exam	20%

Within each unit, assignments will be graded according to the following weights:

60%	Common Assessments (Summative) <i>Example: Unit assessments</i>
30%	Interim Assessments (Summative) <i>Examples: Writing DBQ essays, quizzes, notebook, class projects</i>
10%	Formative Assessments (Formative) <i>Examples: Homework, in-class assignments, rough drafts, participation</i>

Weights are based on 90% Summative and 10% formative Assessments.

How will we know students have learned it?

Students demonstrate mastery of concepts and skills through formative assessments, summative assessments and performance tasks. Refer to World History proficiency scales to determine mastery of key concepts.

Course Requirements (*Necessary Evidence to determine competency and achieve credit.*)

To earn credit for the course, students must meet the following requirements:

- Students pass each key concept.
- Students must complete all eight summative unit assessments.
- Students must complete the semester final exam.
- Students must complete the four DBQ essays on Ancient Greece, The Middle Ages, The Industrial Revolution and World War I

Students who do not meet these requirements will receive an I (incomplete) for the semester. If requirements are not met within three weeks after the semester, the student will earn a grade of E.

What will we do when students aren't learning?

Extra help

Students who are not passing the course are expected to seek extra help. Further, any student who wants to improve his or her performance and grade is encouraged to ask for support, as well.

Classroom: Most Mondays-Thursdays, 7:30-8:00 a.m. or 2:40-3:30 p.m. Supervision by arrangement.

Re-do/Re-Take

Students are eligible and expected to re-do any summative assessments and anchor DBQs that does not meet or exceed standards. The maximum grade earned on a re-do shall be full credit. The teacher has the discretion to return any item, ungraded, that is not complete or does not demonstrate full effort. In certain cases, teachers may provide an alternative assignment for students to demonstrate mastery of the standards taught in the unit.

What will we do when students have already learned it?

Students who master the standards before the end of the unit will be offered enrichment assignments or projects to extend their learning. Students who decline are expected to complete required unit assignments and assessments.

Procedures and Rules

- Students are expected to inquire about missed learning/assignments immediately upon return from an absence.
- Students will make up or re-take tests at the testing center, available from 8:00-8:45 on Late Start Days.
- Daily participation is expected.
- Students must bring their required supplies to class every day.
- Students are expected to adhere to all school rules as described in the student handbook.
- Electronics are not allowed during class time. Wearing of headphones, playing electronic games, etc. during class time is not appropriate or permitted in the classroom.
- Students are expected to bring required materials to class each day.
- Students are expected to behave respectfully towards the teacher and fellow classmates at all times.

Parent Liaison

District 201 has parent liaisons who act as intermediaries for students, families, and teachers. Liaisons can make phone calls, send emails, and set up meetings for parents and teachers. Also, liaisons can take concerns of the parents to the teachers. Parent liaisons will also communicate with parents in regard to concerns or compliments of the teachers. Overall, liaisons will help bridge communication between the school and the community through parent, teacher, and administration contact. Feel free to contact the parent liaison at your child's Morton campus using the information below.

Morton East - Jessica Ibarra jibarra@jasmorton.org

Morton West – Yadira Camacho ycamacho@jasmorton.org

Freshman Center – Linda Montejano lmontejano@jasmorton.org