

Course Title

IAA Modern World History



INNOVATIVE ARTS ACADEMY

Course Overview

The Modern World History course, designed for high school Social Studies students ;aims to prepare them for adult life and to become responsible, involved citizens. A central idea is that the study of the past gives information for today to make choices for liberty and freedom, by examining common behaviors and concepts consistent throughout history. Students are expected to develop key skills, including analytic, critical, strategic, and chronological thinking, as well as the ability to write thesis-driven essays and analyze primary source documents

Unit Title

Unit 1: Rise of Modern Democratic Ideas

Time Frame

4 Weeks



Focus of the Unit

Understanding that modern government principles originated in ancient Athens and how democratic thinking developed from ancient Greece through the American and French revolutions

Unit Title

Unit 2: The Muslim World

Time Frame

4 Weeks



Focus of the Unit

The Muslim World will center on the foundation of Islamic religious practices, specifically the Five Pillars, and how followers of Islam spread their religion and furthered learning as they conquered lands across three continents

Unit Title

Unit 3: Empires in East Asia and the Middle Ages

Time Frame

4 Weeks



Focus of the Unit

Concentrate on the series of dynasties that reunified China and led to a prolonged golden age, as well as the histories of societies in Central Asia and Europe, examining how China grew as a powerful kingdom

Unit Title

Unit 4: Societies and Empires

Time Frame

4 weeks



Focus of the Unit

Explore the complex cultures and trade networks of the first Americans in Mesoamerica, the Andes, and North America before European contact, how African civilizations adapted and developed complex networks, and how medieval society was transformed by events like the Crusades, the Hundred Years' War, and the Plague

Course Title

Modern World History



INNOVATIVE

ARTS ACADEMY

Course Overview

Ideally, students leaving the course will have gained a new perspective on laws and explored the crucial roles of citizens, legislators, attorneys, and judges in preserving the system of justice¹⁰. The course aims for students to better understand the criminal justice system to help create a more functional community¹⁰. Students should also learn about laws in place to protect people from liabilities and wrongdoing.

Unit Title

Unit 5: Enlightenment, Revolution, and Exploration

Time Frame

4 Weeks

Unit Title

Unit 6: Revolutions Change the World

Time Frame

4 Weeks

Unit Title

Unit 7: Age of Transformations

Time Frame

4 Weeks

Unit Title

Unit 8: Great Wars of the 20th Century

Time Frame

4 Weeks



Focus of the Unit

Investigate how Enlightenment scientists and thinkers challenged traditional ideas in science, the arts, government, and religion, and how these ideas fit into the changing values of the era



Focus of the Unit

Highlight the significant impact of revolutions, such as the French Revolution and the Industrial Revolution, on life in Europe and the United States, and how nationalist revolutions inspired by Enlightenment ideas swept through Latin America and Europe



Focus of the Unit

Focus on foreign influence and modernization in East Asia and Latin America, Western European colonization of Africa, Asia, and Latin America, and the spread of democratic ideals and industrial/scientific progress in the 19th century



Focus of the Unit

Examine the causes and major events of World War I, the political upheavals in Russia, China, and the Ottoman Empire, and how these major world wars changed the landscape of modern world history and led to the creation of global superpowers

Unit Title	Unit 1: Rise of Modern Democratic Ideas
Time Frame	4 Weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	Why might the modern world be interested in the history, culture, and civilizations of ancient Greece?

	Focus of the Unit
	Understanding that modern government principles originated in ancient Athens and how democratic thinking developed from ancient Greece through the American and French revolutions

Standards	<p>Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system. 5.2.9.A</p> <p>Analyze the major arguments advanced for different systems of government. 5.1.9.B</p>
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Targets
I can explain where the ideas for our government today first came from in ancient Greece

Learning Targets
I can see how big changes like revolutions helped democratic thinking grow over time

Learning Targets
I can understand how ancient beliefs about people ruling themselves still influence modern democracies

Learning Targets
I can identify examples of how people work to keep democracy alive in the world today



Resources	Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle
------------------	-------------------------------------------------------------------------

Unit Title	Unit 2: The Muslim World
Time Frame	4 Weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	In what ways did Muslim societies encourage cultural blending?

	Focus of the Unit
	The Muslim World will center on the foundation of Islamic religious practices, specifically the Five Pillars, and how followers of Islam spread their religion and furthered learning as they conquered lands across three continents

Standards	Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Targets
I can describe the basic beliefs of Islam, including the Five Pillars that guide daily life

Learning Targets
I can explain how the spread of Islam helped connect people and ideas across different continents

Learning Targets
I can identify different religious practices and understand how they shape culture.

Learning Targets
I can understand how Muslim societies sometimes blended different cultures together



Resources	Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle
------------------	-------------------------------------------------------------------------

Unit Title	Unit 3: Empires in East Asia and the Middle Ages
Time Frame	4 Weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	In general, was China helpful or harmful to the development of neighboring empires and kingdoms?

	Focus of the Unit
	Concentrate on the series of dynasties that reunified China and led to a prolonged golden age, as well as the histories of societies in Central Asia and Europe, examining how China grew as a powerful kingdom

Standards	Compare patterns of continuity and change over time, applying context of events. Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Targets
I can describe how powerful kingdoms and empires grew in places like China, Central Asia, and Europe.

Learning Targets
I can explain how China became a strong kingdom during this period.

Learning Targets
I can identify important empires and kingdoms and understand their influence on history.

Learning Targets
I can analyze whether powerful empires were helpful or harmful to their neighbors long ago



Resources	Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle
------------------	-------------------------------------------------------------------------

Unit Title	Unit 4: Societies and Empires
Time Frame	4 Weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	What would Europe look like today if the Crusades hadn't happened?

	Focus of the Unit
	Explore the complex cultures and trade networks of the first Americans in Mesoamerica, the Andes, and North America before European contact, how African civilizations adapted and developed complex networks, and how medieval society was transformed by events like the Crusades, the Hundred Years' War, and the Plague

Standards	Analyze how continuity and change have impacted world history. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Targets
I can learn about the complex cultures and trade networks that existed in the Americas before European contact

Learning Targets
I can explore how African civilizations developed and created trading networks

Learning Targets
I can explain how major events like wars and diseases completely changed life in medieval society.

Learning Targets
I can compare different societies and empires to see how they were similar and different.



Resources	Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle
------------------	-------------------------------------------------------------------------



Unit Title	Unit 5: Enlightenment, Revolution, and Exploration
Time Frame	4 Weeks

	Essential Question(s)
	In what ways were the ideas introduced by European scientists and thinkers between the 1500s and 1700s revolutionary?

	Focus of the Unit
	Understanding that modern government principles originated in ancient Athens and how democratic thinking developed from ancient Greece through the American and French revolutions

Standards	Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Targets
I can understand the new and sometimes radical ideas from Enlightenment thinkers about science, government, and people's rights.

Learning Targets
I can explain how these new ideas challenged traditional ways of thinking in society

Learning Targets
I can learn how exploring and colonizing new lands played a big role in shaping modern history.

Learning Targets
I can identify how scientists and thinkers helped shape the modern world during this time



Resources	Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle
------------------	-------------------------------------------------------------------------

Unit Title	Unit 6: Revolutions Change the World
Time Frame	4 Weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	What impact did the Industrial Revolution have on Western economics, politics, and society?

	Focus of the Unit
	Highlight the significant impact of revolutions, such as the French Revolution and the Industrial Revolution, on life in Europe and the United States, and how nationalist revolutions inspired by Enlightenment ideas swept through Latin America and Europe

Standards	Analyze how continuity and change have impacted world history. Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Targets
I can learn about major political revolutions like the French Revolution that changed how countries were ruled.

Learning Targets
I can understand how the Industrial Revolution changed how people lived and worked in Europe and the United States

Learning Targets
I can describe how worldwide revolutions created new chances and opportunities for people

Learning Targets
I can analyze how these big changes transformed societies around the globe



Resources	Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle
------------------	-------------------------------------------------------------------------

Unit Title	Unit 7: Age of Transformations
Time Frame	4 Weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	How did democratic reforms, technological innovations, and scientific advancements impact Western society during the 19th century?

	Focus of the Unit
	Focus on foreign influence and modernization in East Asia and Latin America, Western European colonization of Africa, Asia, and Latin America, and the spread of democratic ideals and industrial/scientific progress in the 19th century

Standards	Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Contrast the importance of historical documents, artifacts, and sites which are critical to world history.
------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Targets
I can learn how Western European countries took control of large areas in Africa, Asia, and Latin America.

Learning Targets
I can understand how ideas about democracy spread in the 19th century.

Learning Targets
I can explore how new technologies and science advanced and changed Western society.

Learning Targets
I can identify different changes and advancements that reshaped the landscape of Western society.



Resources	Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle
------------------	-------------------------------------------------------------------------

Unit Title	Unit 8: Great Wars of the 20th Century
Time Frame	4 Weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	How did the World Wars change the landscape of modern world history?

	Focus of the Unit
	Examine the causes and major events of World War I, the political upheavals in Russia, China, and the Ottoman Empire, and how these major world wars changed the landscape of modern world history and led to the creation of global superpowers

Standards	<p>Analyze how continuity and change have impacted world history.</p> <p>Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.</p>
------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Targets
I can learn about the main reasons why World War I started and its major events.

Learning Targets
I can understand the big political changes that happened in empires like Russia and the Ottoman Empire because of the wars.

Learning Targets
I can examine how the world wars led to the creation of global superpowers.

Learning Targets
I can analyze how these major wars reshaped the entire world in the 20th century



Resources	Primary Sources, Secondary Sources, DBQ, History Vault, EdPuzzle
------------------	-------------------------------------------------------------------------

