

Curriculum Guide

Name of Course: World Studies Honors

Written/Revised: 2007

Course Number: 201.01

Number of Credits: 5

Level of Course: Honors

Grade Level Offered: 9

Prerequisite: Honors Test

Course Description:

World Studies has been designed as the first year required Social Studies course. World Studies is presented on four separate levels of instruction. These levels are: Honors, Academic, Modified Academic, and Practical. All four levels of instruction have been designed to enable every student to understand and appreciate the forces that have shaped the cultural and historical development of the modern world. By the end of Grade 12, students will be required to display a mastery of the New Jersey Core Proficiency Standards, building upon knowledge and skills gained in preceding grades. *Copies of the New Jersey Core Proficiency Standards are available upon request.* The course will also emphasize the Humanities. The five themes of Geography and Social Studies Skills will be integrated into the instruction as appropriate for each content standard.

Core Curriculum Content Standards Addressed:

Standard 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (World History) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.5 (Economics) All students will acquire an understanding of key economic principles.

Standard 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

Course Outline/ Timeline:

Marking Period One

A. Overview of High and Middle Ages

Honors 228-233, 236-237 – Chapter 10 259-264 Chapter 11

Unit Goals: Trace the rise of conflict between the RCC, Nobles and Monarchs; review Feudalism, the manor economy and the Roman Catholic Church as dominant forces during the Middle Ages.

Unit Objectives: Students will create a chart showing power and privilege of different classes in society. Students will complete a Unit Quiz.

B. The Renaissance

1. Origins of the Renaissance
2. Renaissance Thought
3. Writers and Artists
4. Spread of Ideas
5. Northern Renaissance
(H) 325-332 – Chapter 14.1;

Unit Goals: Trace the origin and spread of Renaissance culture throughout Europe. Identify characteristics of Renaissance thinking. Identify key Renaissance artists and writers.

Unit Objectives: Students will complete a map identifying how the Renaissance spread throughout Europe. Students will create a Renaissance-related portfolio noting key people and their major contributions to the Renaissance.

C. The Protestant Reformation

1. Causes of the Reformation
2. Martin Luther's Protest
3. Luther's New Church
4. Spread of Protestantism
5. Catholic Counter Culture
(H) 332-336 – Chapter 14.2 336-341 Chapter 14.3

Unit Goals: Identify origins of the Reformation, key events and people. Identify reaction to Reformation in Europe.

Unit Objectives: Students will summarize the factors that encouraged the Protestant Reformation, analyze the role of Martin Luther in shaping the Protestant Reformation and discuss the Catholic Counter Reformation Culture in essay format.

D. The Scientific Revolution

1. Factors That Contribute to the Scientific Revolution
2. Challenges to Traditional Thought
3. Important Advancements and Discoveries
(H) 347-351 – Chapter 14.5

Unit Goals: Trace the roots of the Scientific Revolution, and how different groups in society reacted to it. Discuss how the Scientific Revolution ushered in a period of great change in science and technology.

Unit Objectives: Students will do research to find out more about examples of scientific breakthroughs. They will choose one breakthrough and write a press release announcing it to the world.

E. Global Expansion and Exploration

1. Technological Advances
2. Commercial Revolution
3. Colonial Mercantilism
4. Key Explorers
(H) 355-359 – Chapter 15.1

Unit Goals: Trace the technological advances that allowed global expansion and exploration. Determine how the search for spices led to global exploration. Note key explorers and their contributions to history.

Unit Objectives: Students will choose one of the key people from the unit and write a biographical essay. They will gather information about the person of their choice and note events that were both directly and indirectly influenced by this person.

Project : A visual Internet-based research Project

Marking Period Two

A. Rise of Absolutism in France

1. Henry and Richelieu Strengthen France
2. Louis XIV – “The Sun King” Centralizes Power; Goes To War
(H) 376-383 – Chapter 15.4

Unit Goals: Determine how France became the leading power of Europe under the absolute rule of Henry, and Louis XIV. Discuss how the “Sun King” centralized his power.

Unit Objectives: Students will create a concept web to record main ideas. Students will complete a Chapter 15.4 Quiz.

B. Limited Monarchy in England

1. Parliament
2. England's Limited Constitutional Monarchy
(H) 403-409 – Chapter 16.3

Unit Goals: Trace the evolution of Britain's constitutional government. Define key terms that were part of England's Limited Monarchy.

Unit Objectives: Students will complete a Chapter 16.3 Quiz

C. The Enlightenment

1. Characteristics of the Enlightenment
2. Enlightenment Philosophers
(H) 421-424 – Chapter 17.1

Unit Goals: Trace the origins of the Enlightenment. Identify key Enlightenment philosophers, their major works, and their contributions to political thought. Identify effects Enlightenment thinkers had on government and society.

Unit Objectives: Students will create a chart that compares the ideas of each Philosopher. Students will complete a 17.1 Quiz and an Enlightenment Test.

D. The French Revolution

1. Structure of the Old Regime (Ancien Regime)
2. Discontent in France – Mid 1700's
3. Meeting of the Estates General
4. A New Constitution; End of the Monarchy
5. National Convention
6. Reign of Terror
7. The Directory
8. The Age of Napoleon
9. Congress of Vienna
(H) 424-449- Chapter 17.2, 17.3,17.4,17.5,17.6

Unit Goals: Discuss the social structure of the Old Regime and the discontent in France prior to the revolution. Identify the events that lead to the revolution, the results of the revolution and how they lead to the Napoleonic Era, and the results of the Congress of Vienna.

Unit Objectives: Students will complete all chapter 17 Section Quizzes. Students will take a Chapter 17 Test. Project : French Revolution Project – Document Based Question

Marking Period Three

A. The Industrial Revolution

1. Great Britain and the Agricultural Revolution
2. The Textile Industry Leads to New Inventions
3. Transportation
4. Factory Life and Living Conditions
5. Living and Working Conditions Gradually Improve Due to New Ways of Thinking
(H) 489-498, 502-211-Chapter 19.1,19.2,19.4

Unit Goals: Trace the origins of the Agricultural Revolution. Identify new inventions in the textile industry. Analyze how improvements in technology and transportation fueled the Industrial Revolution. Compare factory life and living conditions between the social classes. Identify improvements in living and working conditions made by reformers.

Unit Objectives: Students will create a comprehensive chart indicating major inventors and inventions. Students will analyze primary source documents related to the Industrial Revolution and living/working conditions.

B. An Industrial Age and Economy

1. New Methods of Production
2. Rise of Corporations
3. Advances Continued in Technology and Communication
4. Advances in Science and Medicine Improve Human Life
5. Cities Grow
6. Social Reform
7. Art in The Industrial Age
(H) 499-501 – Chapter 19.3, 515-539 – Chapter 20.1, 20.2,20.3,20.4,20.5

Unit Goals: Identify the industrial powers that emerged in the 1800s. Describe the impact of new technology on industry, transportation, and communication. Understand how big business emerged in the late 1800s. Trace the growth of cities, and their connection to social reform. Identify major forms of art in the Industrial Age.

Unit Objectives: Students will create a Power Point presentation which highlights one of the major topics from this unit.

C. Liberal Reform in Great Britain and France

1. British Reforms of the 1800's – Disraeli and Gladstone
2. British Government Changes in the 1900's
3. France: Another Revolution; A Third Republic
(H) 543-547 – Chapter 21.1, 557-559 – Chapter 21.3

Unit Goals: Compare Disraeli and Gladstone in terms of their policies. Identify changes and reforms in the British government in the 1900s. Trace the causes and effects of the revolution in France.

Unit Objectives: Students will complete a Chapter 21.1 and 21.3 Quiz.

Marking Period Four

A. Rising Tensions in a Pre-War Europe

1. Unification of Italy
2. Unification of Germany
3. The Era of New Imperialism
(H) 573-583- Chapter 22.1,22.2 599-602 – Chapter 23.1

Unit Goals: List the key obstacles in Italian and German Unification. Identify the key people related to Italian and German Unification. Describe the challenges that faced Italy and Germany as a result of unification.

Unit Objectives: Students will create a comparative chart that traces unification of Italy and Germany. Students will complete Chapter 22.1,2 and Chapter 23.1 Quizzes. Students will take a Unification Test.

B. Development of Modern Russia

1. Absolute Monarchy in Russia
2. WWI Exposes Russia's Weaknesses
3. Russian Revolution
(H) 383-388 – Chapter 15.5, 587-591 – Chapter 22.4, 651-653 – Chapter 24.3

Unit Goals: Trace the history of Absolutism in Russia. Describe how Russia's losses in WW1 exposed her weaknesses and lead to revolution.

Unit Objectives: Students will create a chart to identify aspects of Russia's key absolute monarchs. Students will complete a Document Based Question regarding the causes of the Russian Revolution. Students will complete 15.5, 22.4 and 24.3 Quizzes. Students will complete a Unit Test.

C. Development of Modern China (possible additional unit)

1. Imperial China
2. Nationalist Movement
3. China and Communism

(H) 71-72 – Chapter 4.1, 697-700 – Chapter 26.3, 775-783 – Chapter 29.1

Unit Goals: Identify key facts about Imperial China. Trace the Nationalist Movement in China. Trace the beginnings of Communism and identify the elements of Communism in China.

Unit Objectives: Students will create a graphic identifying the Dynastic Cycle in China. Students will complete 4.1, 26.3 and 29.1 Quizzes. Students will complete a Unit Test.

Additional Assignments and Materials:

Additional Units of Study - All Marking Periods

1. Holocaust / Genocide Studies
2. Women in History
3. African -Americans in History
4. Minority Groups in History
5. Global Current Events

Reference/Textbook:

World History : People and Nations ; Mazour, Anatole, *et al.* ; Holt, Rinehart and Winton , Inc. , 2001

Evaluation Tools:

Tests , Essays :	40 %
Projects :	20 %
Quizzes/ Homework :	40 %

It is the policy of the Social Studies Department that all assignments are to be presented in a timely manner. All assignments that are turned in after their due date will be considered "late." Assignments that are one day late will result in a permanent loss of credit.

Additional Course Policies:

The Department Honors Policy requires faculty recommendation and an entrance exam for placement into the Honors Level. Students enrolled in the Honors course who have also maintained a “B” average at the end of the first semester may not be required to re-apply for placement at the Honors Level. *A copy of the Department Honors Policy is available by request.*

Faculty recommendation is required for placement into all other course levels.

Students at the Honors Level may be required by their Instructor to complete a summer assignment.

Both the Honors Level and the Academic Level may require student assessment through the use of a pre-test for reading content.

There will be a project assigned for each marking period.

Film scheduled to be shown include, but are not limited to:

Leonardo Da Vinci
Dr. Guillotine and His Killing Machine
The Last Czar
All Quiet on the Western Front
China Rising

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.