

## Curriculum Guide

**Name of Course:** World Studies

**Written/Revised:** 2008

**Course Number:** 203.01

**Number of Credits:** 5

**Level of Course:** CP-A, CP-B, General

**Grade Level Offered:** 9

**Prerequisite:** none

### **Course Description:**

World Studies has been designed as the first year required Social Studies course. World Studies is presented on three separate levels of instruction. These levels are: Honors, College Prep - A, and College Prep-B. All three 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 .

### **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:**

**Students will complete “Study Guides” for each Unit. A unit study guide typically consists of:**

- 1. Section Overviews and Summaries**
- 2. Critical Thinking Activities**
- 3. Graphic Organizers**
- 4. Vocabulary Worksheets**
- 5. Primary Source Documents**
- 6. Pre-Quiz Study Materials**
- 7. Timelines**
- 8. Connections to Literature**

## **Marking Period One**

### **A. Overview of High and Middle Ages**

(CP-A,CP-B) 48-60 Chapters 1.1,1.2,1.3 (Gen- Chapter 10)

**Unit Goals:** Review key elements of Middle Ages Society. Review role of Roman Catholic Church during the Middle Ages.

**Unit Objectives:** Complete graphic organizer – Middle Ages – characteristics of society

### **B. The Renaissance**

1. Origins of the Renaissance
2. Renaissance Thought
3. Writers and Artists
4. Spread of Ideas
5. Northern Renaissance

(CP-A, CP-B)- 61-65 –Chapter 1.3, 66-71 – Chapter 1.4 (Gen- Chapter 13)

**Unit Goals:** Describe the Renaissance Spirit. Analyze key elements of Renaissance Thought. Identify key writers and artists of this period. Trace spread of Renaissance ideas

**Unit Objectives:** Complete key terms worksheet. Create Key People Chart. Complete unit study guides. Complete unit quizzes.

### **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

(CP-A, CP-B)- 61-65 –Chapter 1.3, 66-71 – Chapter 1.4 (Gen- Chapter 14)

**Unit Goals:** Trace causes of the Reformation. Discuss Martin Luther’s protest. Describe spread of Protestantism and Catholic Counter Reformation.

**Unit Objectives:** Complete unit study guides. Complete unit quizzes.

#### **D. The Scientific Revolution**

1. Factors That Contribute to the Scientific Revolution
2. Challenges to Traditional Thought
3. Important Advancements and Discoveries

(CP-A, CP-B) 72-77 – Chapter 1.5 (Gen- Chapter 15)

**Unit Goals:** Trace origins of the Scientific Revolution. Discuss reactions to Scientific Revolution. Introduce Key Ideas and People of Scientific Revolution.

**Unit Objectives:** Create discoveries chart. Complete 1.5 quiz. Complete Ch.1 unit test.

#### **E. Global Expansion and Exploration**

1. Technological Advances
2. Commercial Revolution
3. Colonial Mercantilism
4. Key Explorers

(CP-A,CP-B) 84-89, -Chapter 2.1, 129-134 – Chapter 3.5 (Gen- Chapter 17)

**Unit Goals:** Analyze results of European Exploration and Expansion overseas. Identify Key Explorers and their contributions.

**Unit Objectives:** Complete 2.1 and 3.5 quiz. 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

(CP-A, CP-B) 148- 153- Chapter 4.2 (Gen- Chapter 16 section 5)

**Unit Goals:** Define Elements of an Absolute Monarchy. Identify how Henry, Richelieu and Louis Xiv centralized their power in France. Analyze causes of and extent of French debt.

**Unit Objectives:** Complete Unit Study Guides. Complete Unit Quiz.

#### **B. Limited Monarchy in England**

1. Parliament
2. England’s Limited Constitutional Monarchy

(CP-A, CP-B) – 158-162 – Chapter 4.3 (Gen- Chapter 16 sections 1,3 & 4)

**Unit Goals:** Identify elements of Limited Monarchy. Trace England’s Constitutional monarchy. Compare and contrast absolute monarchy with limited monarchy and effects of each on society and government.

**Unit Objectives:** Complete unit study guide. Complete unit quiz.

#### **C. The Enlightenment**

1. Characteristics of the Enlightenment
2. Enlightenment Philosophers

(CP-A,CP-B) –181-191-Chapter 5.1 (Gen – Chapter 18)

**Unit Goals:** Identify key ideas supported by Enlightenment thinkers. Discuss short and long-term effects of Enlightenment thinking.

**Unit Objectives:** Complete unit study guides. Create Enlightenment Chart, Complete unit quiz.

#### **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

(CP-A,CP-B) 210-238- Chapter 6.1,6.2,6.3,6.4 (Gen – Chapter 20 sections 3 & 4)

**Unit Goals:** Describe society during the Old Regime. Discuss reasons for discontent among the French citizens prior to the revolution. Identify key events of the Revolution. Analyze results of the Revolution in France and throughout the world.

**Unit Objectives:** Complete Unit study guides. Complete unit timeline, complete Unit Test, Complete Unit project.

Project : French Revolution Project

#### **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

(CP-A, CP-B) 245-265 – Chapter 7.1, 7.2, 7.3, 7.4 (Gen – Chapter 19)

**Unit Goals:** Trace the beginnings of the Agricultural Revolution in Great Britain. Explain how the textile industry lead the way in new inventions. Discuss how the Industrial Revolution spread to other industries. Analyze living and working conditions that resulted from industrialization. Identify reforms made in living and working conditions

**Unit Objectives:** Complete Chapter 7 study guides. Read/analyze primary source documents, complete chapter 7 quizzes. Complete chapter 7 test.

**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

(CP-A,CP-B) 298-323 – Chapter 9.1,9.2,9.3,9.4

**Unit Goals:** Analyze how new methods of production lead to the rise of corporations. Discuss advances in technology, communication, science and medicine.

**Unit Objectives:** Complete unit study guides, complete unit quizzes, complete unit tests. Project: investigate modern corporations in regard to unfair labor practices.

**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

(CP-A,CP-B) 362-363- Chapter 11.1, 371-376 – Chapter 11.4 (Gen – Chapter 22, section 5)

**Unit Goals:** Compare policies of Disraeli and Gladstone. Analyze changes in the British Government in the 1900s. Trace the causes of the revolution that led to the Third Republic.

**Unit Objectives:** Complete unit study guides. Complete unit Quizzes.

**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

(CP-A,CP-B) 330-342 – Chapter 10.1,10.2,10.3 386 –391 – Chapter 12.1 (Gen – Chapter 22, sections 1, 2, 3, 4)

**Unit Goals:** Trace the elements that lead to the Unification of Italy and Germany. Analyze the factors that are related to Imperialism.

**Unit Objectives:** Complete unit study guides, complete unit quizzes, complete unit test.

## **B. Development of Modern Russia**

1. Absolute Monarchy in Russia
2. WWI Exposes Russia's Weaknesses
3. Russian Revolution

(CP-A,CP-B) 168-173 – Chapter 4.5, 348-353 – Chapter 10.5, 454-483 – Chapter 14.1,14.2,14.3,14.4,14.5; (Gen - Chapter 24 sections 1,2,3; Chapter 23)

**Unit Goals:** Trace the history of Absolute Monarchy in Russia. Analyze the factors showed the world Russia's weakness during WW1. Analyze the roots of the Russian Revolution.

**Unit Objectives:** Complete unit study guides. Complete unit quizzes. Complete unit Test. Read Primary Source Documents.

## **C. Development of Modern China (possible additional unit)**

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

(CP-A,CP-B) 9-15 "Part Two", 411-415 – Chapter 12.5, 507-511 – Chapter 15.4 (Gen – Chapter 12 sections 3&4; Chapter 25 section 3; chapter 28 section 4)

**Unit Goals:** Analyze the Dynastic Cycle in China. Trace the nationalist movement in China. Discuss how China becomes Communist. Identify characteristics of Communist China.

**Unit Objectives:** Complete unit study guides. Complete unit quizzes. Complete primary source readings.

## **Additional Assignments and Materials:**

### **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

## **Additional Assignments and Materials:**

### **Reference/Textbook:**

( CP-A and CP-B ) **World History: The Modern Era**; Ellis & Esler; Prentice Hall, 2007.

(General) **World History:** King, Wayne E. & Lewinski, Marcel: American Guidance Service, Inc, 2001  
(Academic and Honors ) **Desk Atlas** : Nystrom

### **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 "82" 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 CP-A 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.