

Diocese of Allentown Course Standards		Name of Course: World History			
Which 21 st Century Skills are woven into this unit?	Critical Thinking/Problem Solving	Collaboration	Creativity/Innovation	Communications	
STANDARD <i>List all of the standards for this course or for the unit within this course.</i>	<p>Dimension 1: Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> • Constructing Compelling Questions • Construct Supporting Questions • Determine Helpful Sources 	<p>Dimension 2: Applying Disciplinary Tools and Concepts</p> <ul style="list-style-type: none"> • Civic and Political Institutions • Geographic Representations • Human Environment Interaction • Human Population: Spatial Patterns and Movements • Global Interconnections • Change Continuity and Context • Perspectives • Historical Sources and Evidence • Causation and Argumentation 	<p>Dimension 3: Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> • Gathering and Evaluating Sources • Developing Claims and Using Evidence 	<p>Dimension 4: Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> • Communicating Conclusion • Critiquing Conclusions • Taking Informed Action 	
Essential Questions <i>What should I be able to answer? What guides my thinking?</i>	<ol style="list-style-type: none"> 1. How does cultural diffusion occur over time and space? 2. How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions? 3. How do people interact with the environment and what are the consequences of those interactions? 4. How do social, political, and cultural interactions support the development of identity? 5. How do groups and institutions work to meet individual needs, promote the common good, and address persistent social issues? 6. What are the proper scope and limits of power and authority? 7. How do economic conditions (e.g. the level of employment, price stability, and distribution of income) impact political and economic systems? 8. How have changes in science and technology impacted individuals, groups, societies, nations, and the world? 				

	<p>environment past and present in both positive and negative ways and are likely to in the future?</p> <p>9. What global connections have existed in the past, exist currently, and are likely in the future?</p> <p>10. What are the roles, responsibilities, and rights of an informed citizen?</p>
<p>Assessment <i>What will I be expected to know, understand, and be able to do in order to demonstrate my learning?</i></p>	<p>These are options available for teachers to use for student evaluations:</p> <p>Observations, Quizzes, Tests, Individual Projects, Group Projects, Essays, Demonstrations, Portfolios, Journals, Debates, Interviews, Performance Tasks, Document Based Questions, Checklists, Research Projects</p>
<p>Skills <i>What skills do I need to have in order to answer the essential questions?</i></p>	<p><u>Dimension 1:Developing Questions and Planning Inquiries</u></p> <p>Dimension 1, Constructing Compelling Questions D1.1.9-12. Explain how a question reflects an enduring issue in the field. D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>Dimension 1, Constructing Supporting Questions D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p>Dimension 1, Determining Helpful Sources D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><u>Dimension 2:Applying Interdisciplinary Concepts and Tools</u></p> <p>Dimension 2, Civic and Political Institutions D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets</p> <p>Dimension 2, Geographic Representations D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships</p>

between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Dimension 2, Human-Environment Interaction

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

Dimension 2, Human Population: Spatial Patterns and Movements

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.Geo.9.9-12. Evaluate the influence of long term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

Dimension 2, Global Interconnections

D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

Dimension 2, Change, Continuity, and Context

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Dimension 2, Perspectives

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

	<p>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p> <p>Dimension 2, Historical Sources and Evidence</p> <p>D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them</p> <p>D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p>D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p> <p>D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources</p> <p>D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.</p> <p>Dimension 2, Causation and Argumentation</p> <p>D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p> <p>D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p> <p>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>Dimension 3: Evaluating Sources and Using Evidence</p> <p>Dimension 3, Gathering and Evaluating Sources</p> <p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</p> <p>Dimension 3, Developing Claims and Using Evidence</p> <p>D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>Dimension 4: Communicating Conclusions and Taking Informed Action</p> <p>Dimension 4, Communicating Conclusions</p> <p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>
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	<p>D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p>D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary)</p> <p>Dimension 4, Critiquing Conclusions</p> <p>D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.</p> <p>D4.5.9-12 Critique the use of the reasoning, sequencing, and supporting details of explanations.</p> <p>Dimension 4, Taking Informed Action</p> <p>D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>
OVERVIEW Recommended Sequencing	<p>First Quarter</p> <p>Period 1: Development of Civilizations (to 600 BCE)</p> <p>Period 2: Development of Empires (600 BCE – 630 CE)</p> <p>Second Quarter</p> <p>Period 3: Impact of Trade and Cultural Diffusion (630 CE – 1450 CE)</p> <p>Period 4: Global Interactions and Transitions of Power (circa 1450 – 1750)</p> <p>Third Quarter</p> <p>Period 5: Integration, Industrialization, and Conflict (circa 1750 – 1914)</p>

	<p>Fourth Quarter</p> <p>Period 6: The Twentieth Century – A World in Conflict (1914 – present day)</p> <p>Content <i>What content do I need to know in order to answer the essential questions?</i></p> <p>Period 1: Development of Civilizations (to 600 BCE)</p> <p>I. <u>Impact of Farming:</u></p> <p>The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles.</p> <ul style="list-style-type: none">• Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women. (Neolithic Revolution) <p>Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p> <ul style="list-style-type: none">• Students will explore how civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.• Students will examine archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.<ul style="list-style-type: none">○ Instructor/school will elaborate on the Mesopotamian, Shang, OR Indus River Valley civilizations for in-depth study.<ol style="list-style-type: none">1. settling in villages; progressing to cities2. surplus – leads to job specialization
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3. technological innovations

Teach ONE illustrative example of innovations

wheel pottery

metallurgy plows

II. Creation of Civilizations:

Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions.

A. Fundamental characteristics of civilization

1. Organized government
2. Complex religions
3. Job specialization
4. Social classes
5. Arts and architecture
6. Infrastructure (public works)
7. Writing
8. Cities

B. Evidence of characteristics in the ancient world

- Instructor/school will elaborate on THREE of the following civilizations for in-depth study:
Mesopotamian, Egyptian, Toltec, Shang, Indus River Valley, Greek, **AND/OR** Roman Republic.

Period 2: Development of Empires (600 BCE – 630 CE)**III. Impact of complex philosophical and belief systems on human civilizations:**

The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.

Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.

- Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

Belief systems were often used to unify groups of people, and affected social order and gender roles.

- Students will examine similarities and differences between Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles.
 - Instructor will focus on these specific contributions from each background in addition to the ones listed above:
 - a. *Confucianism - Relationship of humans to one another*
 - b. *Taoism - Relationship of human to environment*
 - c. *Legalism - Exertion of governmental power over individual rights*
 - d. *Hinduism - Influence of religious beliefs on social class systems (Varnic system)*
 - e. *Buddhism - Influence of religious beliefs on law and government (tempering of Legalism with justice)*
 - f. *Greek Philosophy - Importance of the rights and responsibilities of a citizen and a government*
 - g. *Christianity - Importance of ethics on development of government and society*

	<p>IV. Development of Empires: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires.</p> <p>Geographic factors encouraged and hindered a state's/empire's expansion and interactions.</p> <ul style="list-style-type: none">• Students will examine the locations and relative sizes of classical political entities, noting the location and size of each in relation to the amount of power each held within a region.• Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.<ul style="list-style-type: none">◦ Instructor/school will choose TWO of the following societies upon which to elaborate: Persia, Qin and Han, Gupta and Mauryan, Hellenistic Empire, Roman Empire <p>A. Impact of Growth</p> <p>Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power.</p> <ul style="list-style-type: none">• Students will compare and contrast how civilizations consolidated and increased power. <p>A period of peace, prosperity, and cultural achievements can be designated as a Golden Age.</p> <ul style="list-style-type: none">• Students will examine the achievements of various civilizations to determine if the civilizations experienced a Golden Age. <p>Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires.</p> <ul style="list-style-type: none">• Students will compare and contrast the forces that led to the fall of these civilizations. <p>Period 3: Impact of Trade and Cultural Diffusion (630 CE – 1450 CE)</p> <p>V. Development of trans-regional trade routes:</p>
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	<p>During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires.</p> <ul style="list-style-type: none">● Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.<ul style="list-style-type: none">○ The instructor will touch on ALL of the following:<ol style="list-style-type: none">A. <i>Silk Road</i>B. <i>Mediterranean Sea routes</i>C. <i>Trans-Saharan trade routes</i>D. <i>Indian Ocean trade routes</i>
	<p>VI. <u>Impact of trans-regional trade:</u></p> <ul style="list-style-type: none">● Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.● Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.● Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period. <ol style="list-style-type: none">A. <i>Tang and Song Dynasties</i>B. <i>Byzantine Empire</i>C. <i>Muslim Empire</i>D. <i>Mongolian Empire</i> <p>VII. <u>Spread of religious and philosophical beliefs:</u></p> <ul style="list-style-type: none">● Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes.● Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman

	<p>Catholic Christianity and Orthodox Christianity and their impacts.</p> <p>A. <i>Christianity in Western Europe</i></p> <p>B. <i>Islam in the Middle East and West Africa</i></p> <p>C. <i>Neo – Confucianism in EITHER Japan or Korea</i></p> <p>VIII. <u>Social and political restructuring of Europe and Asia:</u></p> <p>New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations.</p> <ul style="list-style-type: none">• Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.• Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (the Byzantine Empire and rise of the Ottoman Empire) and Trans-Saharan routes (Ghana and Mali). <p>D. <i>Causes of Growth</i></p> <ol style="list-style-type: none">1. Political stability<ol style="list-style-type: none">a) Ming Dynasty establishedb) Rise of the Nation State in Europe<ul style="list-style-type: none">• Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire, including the role of Justinian and Theodora during the Middle Ages.• Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200. <p>Teach ONE illustrative example of establishment of nation states</p> <p>France England Spain</p> <p>E. <i>Impediments of growth in Europe and Asia</i></p>
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	<ul style="list-style-type: none">• Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400.• Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power.<ol style="list-style-type: none">1. War (100 Years War; civil unrest in China at end of Mongol rule)2. Disease (impact of the Bubonic Plague across Asia and Europe)<ul style="list-style-type: none">• Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe.• Students will evaluate the effects of the Black Death on these regions.3. Famine (China at the end of Mongol rule) <p>Period 4: Global Interactions and Transitions of Power (circa 1450 – 1750)</p> <p>Western Europe and Russia transformed politically, economically, and culturally ca. 1450-1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.</p> <ul style="list-style-type: none">○ In this section the instructor will use ONE or MORE European nation (England, France, Russia, etc.) to illustrate these areas of impact. <p>VIV. Renaissance in Europe:</p> <p><i>F. Causes</i></p> <ul style="list-style-type: none">• Students will investigate Russian efforts to remove Mongol and Islamic influence and to expand and transform their society.• Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.<ol style="list-style-type: none">1. Italy2. Northern Europe <p><i>G. Major areas of impact</i></p>
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	<ol style="list-style-type: none">1. Art, literature and education<ul style="list-style-type: none">• Students will examine the Scientific Revolution, including the influence of Galileo and Newton.• Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates.• Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists.• Students will examine political ideas developed during the Renaissance, including those of Machiavelli.2. Protestant Reformation<ul style="list-style-type: none">• Students will explore the roles of key individuals, including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impacts that they had on the religious and political unity of Europe.• Students will trace the discrimination against and persecution of Jews.3. Age of Exploration<ul style="list-style-type: none">• Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel.• Students will trace major motivations for European interest in exploration and oceanic trade, including the influence of Isabella and Ferdinand. <p>VV. <u>Enlightenment:</u></p> <p>The Enlightenment challenged views of political authority and how power and authority were conceptualized.</p> <p><i>H. Major areas of impact</i></p> <ol style="list-style-type: none">1. Emergence of powerful nations<ol style="list-style-type: none">a) The divine right monarchy vs. constitutional government<ul style="list-style-type: none">• Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in <i>The Leviathan</i> and <i>The Second Treatise on Government</i>.• Students will investigate the context and challenge to authority in the English Civil War and
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	<p>Glorious Revolution.</p> <p>2. Emergence of modern economic thought</p> <ul style="list-style-type: none">a) Mercantilismb) Rise of capitalism <p>3. Changing societal views</p> <p>Teach ONE illustrative example of establishment of changing social views</p> <p>education crime and punishment views of religion</p> <p>VII. Powerful Empires Outside of Europe and the Cause of Decline</p> <p>A. <i>Isolationism</i></p> <p>Teach ONE illustrative example of establishment of isolationism in Asia</p> <p>Japan Korea China</p> <p>B. <i>European imperialistic ventures</i></p> <p>Teach ONE illustrative example of European imperialistic ventures</p> <p>India Aztecs Maya</p> <p>Part 5: Integration, Industrialization, and Conflict (Circa 1750 – 1914)</p> <p>VIII. Impact of New Ideas</p> <p>A. <i>French Revolution</i></p> <p>1. causes</p>
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- 2. key ideologies
- 3. Napoleonic Wars
 - a) Napoleonic Code

B. Industrialization

- 1. First vs. Second Industrial Revolution
- 2. laissez faire economics
- 3. impact of Imperialism
 - a) causes and effect of this policy

C. Political Philosophy

- 1. nationalism

Teach TWO illustrative example of European nationalism

Revolutions of 1830	Revolutions of 1848	Germany and Italy
		Pan Slavic Movement

- 2. liberalism

Teach ONE illustrative example of European liberalism

women's rights	workers rights	voting rights	education
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- 3. Socialism – comparison of Utopian, Marxist and Democratic forms

Part 6: The Twentieth Century – A World in Conflict (1914 – present day)

IX. World War I

	<p>A. <i>Causes</i></p> <p>B. <i>Participants</i></p> <p>C. <i>Effects</i></p> <p>X. World War II</p> <p>A. <i>Causes</i></p> <p>B. <i>Participants</i></p> <p>C. <i>Effects</i></p> <p>Teach ONE other illustrative example of twentieth century conflicts</p> <p>Post Colonial Wars of Nationalism</p> <p>Wars to Thwart Communist Expansion</p> <p>Israeli / Islamic Conflicts</p> <p>Terrorism</p> <p>Themes of Social Studies</p> <ol style="list-style-type: none">1. Culture2. Time, Continuity and Change3. People, Place and Environments4. Individual Development and Identity
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Secondary

	<ol style="list-style-type: none">5. Individuals, Groups and Institutions6. Power, Authority and Governance7. Production, Distribution and Consumption8. Science, Technology and Society9. Global Connections10. Civic Ideals and Practices
Integration of Learning <i>How does this learning connect to my other areas (subjects) of learning?</i>	Theology, Language, English Language Arts, Science, Business, Mathematics, Health
Tools for Learning <i>Which tools will I use that will assist me in my learning?</i>	These are a selection of options that can be used to assist in student instruction: Text Book, Internet, Teacher Presentation, Student Presentation, Instructional Media, Films, Research Projects, Supplemental Readings, Charts, Maps, Graphs, Photographs, Illustrations, Artifacts, Audio Presentations, Primary Sources