

Curriculum Guide for History 9-1 and 9-2: World History

Note to the reader: The following is a preview of the broad concepts that must be covered in the world history course during the school year. Because World History is, by its nature, a complex, diverse, content packed curriculum there is no singular means to teach it. To help new teachers with the complexities of teaching such an intricate curricula we have included several documents to guide a teacher's approach to World History. For the more experienced teacher we hope that these guides will be inspirations for new approaches to teaching and that they will use this for creating other guides such as a thematic, or a chronological guide. The pacing guide that is included in this document is in large part an example taken from the National History Standards. It is an example of a regional pacing guide. See links below to the pertinent standards.

Pacing notes for each unit are approximate guides to help teachers create a "doable" year based on core curriculum. "Partial" weeks, testing, and other variables need to be taken into account.

Grade Level Expectations

(<http://www.asdk12.org/depts/reading/pages/GLEs/GLEindex.htm>)

Alaska State Content Standards

(<http://www.eed.state.ak.us/standards/pdf/standards.pdf>)

National History Standards

<http://nchs.ucla.edu/standards/thinking5-12.html> (historical thinking)

<http://nchs.ucla.edu/standards/us-standards5-12.html> (historical eras)

Included in this guide are three documents:

World History Overview Grid, World History Content Grid, and Skills Expectations

World History Overview Grid:

This document is thematically based. Each strand listed has corresponding Enduring Understandings, Essential Questions and Standards. Teachers are to formulate their lessons using this guide in tandem with the other included documents.

World History Content Grid:

This document is regionally based. Included in the table is a brief summary of each unit as it relates to the region. Each region is expanded with the strands as well as specific content and knowledge. Any of the overview Enduring Understandings and Essential Questions may be applied to the regions. Teachers are to use this grid in formulating their lesson plans (chronologically, thematically, or regionally) and student assessments.

Skills-Assessment Expectations:

This document is to be used by teachers in designing their lessons and assessments of student understanding, skills and historical thinking.

World History Thematic Overview

Strand	Enduring Understandings	Essential Questions	Standards Addressed
Geography	<p>Students will understand that:</p> <p><i>Physical environments shape the development of all facets of society.</i></p> <p><i>Societies develop mechanisms that change and control their physical environment.</i></p>	<ol style="list-style-type: none"> 1. How does technology help people to change or control their environment? 2. How can unintended changes result from societies attempting to control their environment? 3. How do geographic factors (climate, location, topographic features, natural boundaries, political boundaries, etc.) sculpt societies? 	<p>Geography:</p> <p>A1, 3, 4, 5, 6 B1, 2, 3, 4, 5, 7, 8 C1, 3 D1-4 E 1-6 F 1, 5, 6</p>

Strand	Enduring Understandings	Essential Questions	Alaska Standards Addressed
Historiography	<p>Students will understand that:</p> <p><i>Historical data is derived from multiple sources and perspectives, and is subject to interpretation.</i></p>	<ol style="list-style-type: none"> 1. How might history be interpreted differently depending upon the perspective of the source? 2. To what extent can the reliability of a source be evaluated? 3. How can primary, secondary and tertiary documents be utilized within the study of history? 	<p>History:</p> <p>A 1-9 C 1-4</p>

Strand	Enduring Understandings	Essential Questions	Alaska Standards Addressed
Economics	<p>Students will understand that:</p> <p><i>The economic principle of scarcity shapes the success or failure of societies.</i></p>	<ol style="list-style-type: none"> 1. How does a society decide the four basic economic questions of production? 2. How does the economic system impact society and its government? 3. How does scarcity drive trade, migration and exploration? 4. How is trade important in the diffusion of technology and ideas? 	<p>Geography: D 1-4 E1 F3</p> <p>History: B1b</p>

Strand	Enduring Understandings	Essential Questions	Alaska Standards Addressed
Sociology/Anthropology	<p>Students will understand that:</p> <p><i>There is an interdependent relationship between the individual and society that fosters continuous change.</i></p>	<ol style="list-style-type: none"> 1. How is culture continually being recreated by changes in society? 2. How is an individual's role impacted by society/culture? 3. How can individuals impact society? 4. To what extent is continuity or change within society critical to cultural evolution? 5. How are cultural values adopted or adapted by contemporary or future societies? 	<p>History: A 5,6,8,9 B 1a, c, e D 6</p>

Strand	Enduring Understandings	Essential Questions	Alaska Standards Addressed
Government	<p>Students will understand that:</p> <p><i>Government systems are a reflection of societal structures whereby authority is derived from varied sources and creates government constructs.</i></p>	<ol style="list-style-type: none"> 1. How is opposition to government spawned and how does it manifest itself? 2. How is authority obtained or granted and how is it legitimized? 3. How do government, cultural philosophy, society and religion interact? 	<p>History: A 7,8,9 B 1a,b,c,e,2,3 C</p>

Strand	Enduring Understandings	Essential Questions	Alaska Standards Addressed
Religion/Philosophy	<p>Students will understand that:</p> <p><i>An interdependent relationship exists between religions / philosophies and the society.</i></p>	<ol style="list-style-type: none"> 1. To what extent do differing factors within a society make the development of religions and philosophies possible? 2. In what ways are religion and philosophies reflected in the humanities? 3. How do religions and philosophies influence government? 4. In what ways do religion/philosophy relate to or influence ideas concerning death, gods, and codes of conduct? 5. How do differing factors within a society cause religions and philosophies to branch, change and spread? 	<p>History: B1c, d, 4</p>

Strand	Enduring Understandings	Essential Questions	Alaska Standards Addressed
Science and Technology	<p>Students will understand that:</p> <p><i>Science and technology greatly impact the direction and development of societies.</i></p>	<ol style="list-style-type: none"> 1. How has innovation impacted society? 2. To what extent is the spread of technology linked to trade and exploration? 3. How does society encourage or inhibit innovation? 4. How do scientific discoveries have both positive and negative impacts? 5. How does technology foster the development of new ideas? 	History: B1b D6

Strand	Enduring Understandings	Essential Questions	Alaska Standards Addressed
Humanities/art	<p>Students will understand that:</p> <p><i>Humanities are an expression of a society's influence and values.</i></p>	<ol style="list-style-type: none"> 1. How do societies use the humanities to express their culture and heritage? 2. How are the humanities used by societies to convey values? 3. How have the humanities affected contemporary and subsequent societies? 	History: A5, 8,9 C2

World History Regional Content Grid and Pacing Guide

Unit: Greco-Roman World

Time Frame for Unit: 6 weeks

Pacing notes for each unit in this regional content grid are approximate guides to help teachers create a “doable” year based on core curriculum. “Partial” weeks, testing, and other variables need to be taken into account.

Brief Summary of Unit:

In this unit students study the foundation of Western Civilization from the Mycenaean Dark Ages through the Greek creation of democracy, philosophy, mathematics, new forms of architecture, and scientific reasoning, including their hubristic fall after empire building. Students will also explore the creation of Roman Republican institutions and culture, development of new thought and religion, its spread around the Mediterranean World and ultimately Rome’s demise.

Geography	Humanities	Religions	Government	Economy	Society	Science/Technology
Location Trade and Profit Expansion	Sculpture Architecture Ceramics Plays/ Play-writes Roman City Sculpture	Polytheism/ Sophism, Epicureanism, Skeptics, Stoics From Greeks Shared/ Christianity	Democracy Oligarchy Monarchy Early Constitutions Republic Empire	Trade/profit Silk Road Plunder and Opportunism	Slavery Gender Roles Specialization Military Paterfamilias	Math/Scientific Inquiry, Logic Aqueduct Cement Keystone Arch Roman Engineering

Unit: India

Time Frame for Unit: 3 weeks

Brief Summary of Unit:

In this unit students study the Indo-Aryan invasion and their impact on Indian culture and the creation of Hinduism, and the Caste system. Students will explore India as the crossroads of continents and the creation of Indian empires, culture and the diversity of language and peoples, trade, architecture, art, religions and their related religious texts, and literature.

Geography	Humanities	Religions	Government	Economy	Society	Science/Technology
Geographic Influence	Literature Architecture Art Sculpture Vedas Upanishads Mahabharata Ramayana 4 Noble Truths	Hinduism Buddhism Jainism	Raj Asoka's Law	Trade East Spice Trade Cross Roads	Caste System Aryans	Plumbing Numbers Medicine

Unit: Far East; China, Japan, Korea

Time Frame for Unit: 6 weeks

Brief Summary of Unit:

In this unit students study philosophies and their diffusion to other regions, the dynastic cycle, and creation of empires. Students will also explore art and its flowering, the creation of societal/cultural institutions, and the economic impact of xenophobia and trade on the unique cultural experience that is China, Korea, and Japan.

Geography	Humanities	Religions	Government	Economy	Society	Science/Technology
Location Isolation	Tombs Silk Weaving Porcelain Bronze Painting Calligraphy Shrines Castles Bronze Swords Pottery Painting No Kabuki Poetry (Haiku) Tea Ceremony Gardening (Bonsai, Zen)	Confucianism Buddhism Legalism Taoism Shintoism	Dynastic Cycle Empire Bureaucracy Welfare System Xenophobia Tokugawa Meiji Restoration Feudalism (Samurai) Shogun	Silk Road Monetary System Self-Sufficient Banking Trade between Korea, Japan, China	Foot Binding Family Filial Piety Martial Arts Bushido Family Samurai Geisha Filial Piety	Clock, Gunpowder Rockets Great Canal Great Wall Forbidden City Terra Cotta Warriors Tombs Printing Press Castles Bronze Houses Metallurgy

Unit: Africa

Time Frame for Unit: 4 weeks and end of semester one

Brief Summary of the Unit:

In this unit the students study the diverse civilizations and cultures of Africa beginning with the rise of Axum, Kush, and Nok. Students will explore the impact of the environment on migration, trade, and culture.

Geography	Humanities	Religions	Government	Economy	Society	Science/Technology
Migration	Gold	Animism	Zimbabwe	Trade	Tribe	Talking Drums
Movement (Resource Acquisition)	Bronze Architecture	Islam Christianity	Zanj City States	Gold Ivory	Family Kingdom	Iron Pyramids
Environmental Barriers	Music Wood Working	Judaism	Mali Kanem Bornu	Safari Pastoralism	Warrior Societies	Architecture (Zimbabwe)
Environmental Determination	Leather Working		Kush	Caravans		
Climate	Musical Instruments Griots Mythology Masks		Songhai Sonike Axum	Salt Slavery Diamonds		

Unit: Middle East

Time Frame for Unit: Beginning of second semester; 4 weeks

Brief Summary of Unit:

In this unit students will study the geography, trade, scientific developments, cultures and religions of the Middle East from the Roman Empire to the rise of Islam and beyond. Particular attention is paid to the development of Islam and its affect upon both the region and world today.

Geography	Humanities	Religions	Government	Economy	Society	Science/Technology
Movement Environmental Determinism	Architecture Qu'ran Calligraphy	Qu'ran Islam Polytheism Christianity Judaism Averroes	Empire Shari' a Sultan Caliphs Bureaucracy	Trade	Harems Institutions of the Veil Development of the University System	Medicine Algebra Lateen Sail Compass

Unit: Ancient Americas

Time Frame for Unit: 3 weeks

Brief Summary of the Unit:

In this unit students will study the creation of the Aztec, Inca, and Maya civilization and their antecedents. They will further examine human sacrifice, trade, diffusion, engineering feats, and the impact of Europeans (guns, germs, and steel) on these indigenous cultures. Students will learn how humans first populated North America, Central America and South America and the civilizations that formed.

Geography	Humanities	Religions	Government	Economy	Society	Science/Technology
Migration Location	Olmec Heads Mayan/Toltec/ Aztec Architecture Glyphs Quipu Frescoes Carving Cave Painting Chocolate	Animism Polytheism Human Sacrifice Blood Sacrifice Regicide	Priest Kings Monarchy Chiefdoms	Trade	Family Tribe Nation Empire	Peruvian Engineering Machu Pichu Teotihuachan Corbel Arch

Unit: Byzantium

Time Frame for Unit: 2 weeks

Brief Summary of Unit:

In this unit students will study the movement of the Roman capital to Byzantium, the fractioning of Christianity and the rise of Orthodoxy, trade patterns and the importance of Byzantium's location, and the diffusion of ideas and goods between Europe and Asia Minor. Students will examine the influence of Islam on the decline of Byzantium.

Geography	Humanities	Religions	Government	Economy	Society	Science/Technology
Location Migration Expansion Contraction	Architecture Icons	Christianity Islam Orthodox Religions	Justinian's Law Eastern Roman Empire	Cross Roads to East	Influential Women Blending of Culture	Architecture Greek Fire Library at Alexandria

Unit: Europe

Time Frame for Unit: 8 weeks and end of the second semester

Brief Summary of Unit:

In this unit students study the progression of European societies from the demise of the town after the fall of the Western Roman Empire, to the rise of absolute monarchs, colonization, and revolutions. Students will explore the dynamics and interactions of economies, government and religious institutions, societal structures and expression.

Geography	Humanities	Religions	Government	Economy	Society	Science/Technology
Location Shattered and Re-Unification Creation of Nation States Movement (Military/Political Migrations)	Architecture Cathedrals Castles/Bastions/Fortresses Music (Troubadours, Baroque, Classical) Painting Sculpture Textiles Glass Literature	Christianity (Reformation, Counter-Reformation, Crusades) Judaism Philosophies Humanism Enlightenment Inquisition Nihilism	Monarchs (Absolute, Constitutional) Democracy Feudalism Revolutions	Crusades Feudalism/Manorialism Development of Markets, Towns, and Finally Cities Banking and Monetary System	Development of Romantic Love Chivalry Class Based on the Feudalistic Model Education (Development of the University System) Syphilis Bubonic Plague	Printing Press Telescope “The Calculus” Tapestry Microscope Cannon, Muskets, and Other Uses for Gun Powder Caravels Astrolabe Barometer, Thermometer Anatomical Discoveries Oil Painting Perspective Painting Astronomical Discoveries (Must Cover The Following Ages: Exploration, Renaissance, Reformation, Scientific Revolutions, Political Revolutions)

Historical Thinking Skills taught throughout the year

1. Chronological thinking
 - Distinguish past, present and future
 - Interpret data presented in timelines and create timelines
 - Reconstruct patterns of historical succession and duration
 - Explain historical continuity and change

2. Historical comprehension
 - Primary, secondary and tertiary sources
 - Identify author or source and assess reliability
 - Reconstruct literal meaning
 - Identify central questions
 - Differentiate historical facts and interpretations
 - Appreciate historical perspectives
 - Use maps
 - Use mathematical, quantitative data (graphs)
 - Use visual, literary and musical sources

3. Historical Analysis and Interpretation
 - Compare and contrast differing sets of ideas
 - Consider multiple perspectives
 - Analyze cause-and-effect relationships
 - Draw comparisons across eras and regions to define enduring issues

Distinguish between unsupported expressions of opinion and informed hypothesis based on historical evidence

Compare competing historical narratives

Challenge arguments of historical inevitability

Hold interpretations of history as tentative

Evaluate major debates among historians

Hypothesize the influence of the past

4. Historical Research Capabilities

Formulate historical questions

Obtain historical data from a variety of sources

Test historical data

Identify the gaps in the available records

Employ quantitative analysis

Support interpretations with historical evidence

5. Historical Issues Analysis and Decision Making

Identify issues and problems in the past

Understand evidence of the past in conjunction with contemporary problems

Identify relevant historical antecedents

Evaluate alternative courses of action

Formulate a position or course of action on issues

Evaluate the implementation of a decision

Adapted from *Bring History Alive; a Sourcebook for Teaching World History*; edited by Ross E. Dunn & David Vigilante; National Center for History in the Schools, UCLA

Critical Thinking Skills demonstrated in a variety of assessments

1. Use historical imagination: mentally stepping into the past to consider an event or situation as people of the time would have considered.
2. Gain cultural perspectives: viewing historical events and situations in ways that are fair and sensitive to all cultural groups affected.
3. Recognize a point of view: identifying the factors that color the outlook of an individual or group. A person's view includes beliefs and attitudes that are shaped by factors such as age, gender, religion, race and economic status.
4. Compare and contrast: examining events, situations, or points of view for their similarities and differences.
5. Identify cause and effect: interpreting the relationships between historical events.
6. Analyze: the process of breaking information and events into its parts and examining the relationships between them.
7. Assess consequences: studying an action, an event, or a trend to predict its long-term effects and to judge the desirability of those effects.
8. Distinguish fact from opinion: separating the facts about something from what people say about it.

9. Identify values: recognizing the core beliefs held by a person or group. Hypothesize: forming a possible explanation for an event, a situation, or a problem based on available evidence and testing it against new evidence.
10. Synthesize: combining information and ideas from several sources or points in time to gain a new understanding of a topic or event.
11. Problem solving and decision making: process of reviewing a situation and making recommendations for improving or correcting it.
12. Evaluate: assessing the significance or overall importance of something, such as the success of a reform movement or the impact of a president on a society.
13. Take a stand: identifying an issue, deciding what you think about it, and persuasively expressing your position.

Related Social Studies Literacy Skills demonstrated in a variety of assessments

1. Identifying the main idea
2. Reading a timeline
3. Reading charts and graphs
4. Studying primary, secondary and tertiary sources
5. Building vocabulary/content literacy
6. Creating an outline
7. Doing library and internet research
8. Writing about history
9. Assessments
10. Reading maps
11. Using technology
12. Oral presentations/debate
13. Interpreting data (graphs, charts, cartoons)
14. Writing expository essays/DBQ essays
15. MLA documentation (how to cite sources)
16. Seminar

Anchorage School District
9th Grade World History – List of Adopted Materials
June 25, 2007

**Core Instructional Materials for World History and
Honors World History:**

Ramirez, Susan Elizabeth; Stearns, Peter; and Wineburg, Sam; World History:
Human Legacy; Holt, Rinehart and Winston; Orlando: 2008.