

Course Title Clarification: This is the name of the course as it would appear in the program of studies.	World History							
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Statement of Outcome Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.	This year-long class introduces students to world events and world geography. It prepares students for the U.S. History and Government classes. The course examines the diversity of cultures, including European history, Asian history (China and Japan), Middle Eastern, and Pre Columbian events in Mesoamerica. The course addresses the five themes of geography (Location, Place, Human-Environment Interaction, Movement, and Region) and emphasizes cultural similarities and differences. After establishing a "global view" of places and names, the course focuses on specific areas and how location, culture, and movement affected development of people and cultures. As an introductory class, Overview of World History gives students an awareness of the world, the ability to locate countries in specific geographic areas, an understanding of historical development, including its effects on contemporary life and current events. In addition to lessons from the textbooks, the course examines maps and world cultures. Projects stress methods around collecting and organizing information in order to develop written and oral presentations. Students should have basic reading and writing proficiency. This year-long class trains students in historical thinking skills through a topic-based investigation of key processes and events in human history. Our first big idea is causation: what makes human societies change? What makes the modern world - as it exists today - different from every other time period in history? How is life both the same and different? Why do some regions of the world have more power than others? Our second big idea is perspective: how do people's backgrounds and experiences shape their values, beliefs, and views of the world? In the first semester, we will investigate ancient history, starting with the development of the first human societies and continuing through classical Greece. We will switch to modern history in the Spring as we look at the industrial revolution, imperialism, and the rise of totalitarian states in the 20th century. We will conclude by studying human rights in history and as they exist at Winooski High School. Assessments will include research projects, essays, and tests.							
Unit Name & Timeframe Clarification: What is the name of your unit? Approximately how long will it last?	Five Themes of Geography	What is Culture?	The Neolithic Revolution	Early Civilizations	Athenian Democracy	Imperialism	Third Reich and Holocaust	Human Rights
Topic(s) and driving question. Clarification: This is stuff or "content" you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.	What is geography? - Location - Place - Region - Movement - Interaction with the Environment	What is culture? - What is a cultural trait? - How do artifacts show a culture's values? - How do cultural traits spread?	How did complex cultures arise? Why does the Neolithic Revolution matter? What were human societies like before the Neolithic Revolution? How did changes in food production lead to dramatic changes in human societies?	How are civilizations qualitatively different from earlier societies? Comparison / Contrast of early river valley civilizations How did local contexts shape the six aspects of civilization (Cities / Government / Social Structure / Religion / Arts / Writing) in different regions of the world?	- What is democracy? - How did geography and military impact classical Athenian society? - Why did democracy develop in Athens? - How is democracy related to education and culture? - Comparison of Athenian to American democracy	What historical contexts led to imperialism? Why did European societies engage in imperialism? How was imperialism seen from different perspectives? How did imperialism impact the world?	How did the Nazis rise to power? How and why did the Holocaust happen? Who is responsible?	What are human rights? How is the concept of human rights related to the Holocaust? How can we evaluate the status of human rights in our own lives?

GX Focus <i>Clarification: This is the GX's you plan to pay particular attention to.</i>	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking		
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	Historical Inquiry WSD.HS.HI.CA.9-10.2 HI.HP.9-10.2 Analyze how historical contexts shaped and continue to shape people's perspectives.	Historical Inquiry WSD.HS.HI.CA.9-10.1 Causation and Argument 9-10.1 WSD.HS.HI.HP.9-10.2 Historical Perspective 9-10.2	Historical Inquiry WSD.HS.HI.CA.9-10.1 - Causation and Argument 9-10.1 HI.CC.9-10.1 <u>Analyze</u> change and continuity in historical eras.	Historical Inquiry HI.CC.9-10.1 <u>Analyze</u> change and continuity in historical eras. HI.SE.9-10.2 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. WSD.HS.HI.CA.9-10.2 - HI.HP.9-10.2 Analyze how historical contexts shaped and continue to shape people's perspectives.	HI.HP.9-10.1 Analyze <u>complex and interacting factors</u> that influenced the perspectives of people during different historical eras.	HI.SE.9-10.1 <u>Critique the usefulness</u> of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. HI.CC.9-10.1 <u>Analyze</u> change and continuity in historical eras. HI.HP.9-10.1 Analyze <u>complex and interacting factors</u> that influenced the perspectives of people during different historical eras.	HI.CC.9-10.1 <u>Analyze</u> change and continuity in historical eras. HI.CA.9-10.1 <u>Distinguish between long-term causes and triggering events</u> in developing a historical argument.	
Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	Biography of a Place Students will research a location of their choice, and apply their understanding of the five themes of geography	In-class test on the concepts of culture and geography.	Neolithic Revolution essay: Analyze the impact of the Neolithic Revolution on human societies	Early Civilizations project: Analyze the geography and culture of an early human civilization.	Presentation: Which society has a better form of democracy: The United States or classical Athens?	Unit Test Document-Based question Students will analyze the perspectives of three or more sources on the topic of imperialism	Rise of the Nazis Essay Students will analyze the significance of key events between 1914 and 1933 to answer the question "How did the Nazis come to power?"	
Link to Unit <i>Clarification: This is the link to your unit plan.</i>								