

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline**

**World Cultures, SDC/RSP**

**Date:** April 2004

**Subject Area:** World Cultures

**Proposed Grade Level(s):** 10

**Course Length:** 1 Year

**Grading:** A-F, NM (per IEP)

**Number of Credits:** 5/Semester

**Prerequisites:** IEP Team determination based on individual performance levels and disability(ies).

**BRIEF COURSE DESCRIPTION:**

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of major turning points in the shaping of the modern world. In addition, students draw upon their studies of world cultures to examine current world issues and the growing interdependence of people and cultures throughout the world. The course follows district adopted curriculum and state standards as applicable, appropriate to student IEP grade/performance, learning disability(ies), and other individual exceptional needs.

**GENERAL GOALS/PURPOSES:**

Students study world cultures to gain knowledge of and appreciation for world history, geography, and culture. Problems will be examined to illustrate the relationships between current issues and their historical, geographic, political, economic, and cultural context.

Students will:

- Develop cultural literacy to gain a sense of empathy and understanding of continuity and change, and an understanding of the importance of differing perspectives on issues and events in order to develop informed citizens in the contemporary world
- Develop ethical literacy to build respect for each person as a unique individual from a particular culture
- Develop socio-political literacy to understand different political and social systems, the relationship between a culture and its laws, and the differences between democratic and non-democratic systems
- Develop an understanding of different cultural values, belief systems, rights, and responsibilities inherent in participatory citizenship
- Develop analytical, critical thinking, and study skills, which help students understand major national and international dilemmas occurring today.

**STUDENT READING COMPONENT:**

Students read from original texts that are accompanied by reading strategies and followed by measurable tasks. Students answer questions to test their comprehension of content and culture. Students also learn and expand on map-reading skills.

**STUDENT WRITING COMPONENT:**

Students complete written prompts/exercises to develop skills that will help them communicate effectively and accurately, and appreciate diversity. They participate in various activities using interactive computer

technology to grasp the concepts of cultural diversity. During the second semester, student teams conduct in-class country research.

**STUDENT ORAL COMPONENT:**

Students participate in presentations, class discussions, and scenarios to practice using vocabulary, and grammatical structures to express cultural competency.

**DETAILED UNITS OF INSTRUCTION:**

The topics of religion, economics, government, history, “rights of passage”, climate, physical geography, food, social units and how they relate to cultural development in the following regions (units) are covered in conjunction with the five (5) themes of geography (place, location, movement, interaction, and region) for the following countries/regions: China, Japan, India, SE Asia, Southern Africa, Northern Africa, Middle East (SW Asia), Turkey, Iran, Europe, Russia, and more as time permits.

Content standards (see below) are addressed and interrelated as applicable in each.

The following timeline/outline is a guide only. The timeline can be adjusted to allow for student learning activities and projects. Each chapter requires approximately 2-3 weeks of study.

Ch. 1 <i>Five Themes</i>
Ch. 2 <i>Physical Geography</i>
Ch. 3 <i>Human Geography</i>
Ch. 26 <i>China</i>
Ch. 27 <i>Japan</i>
Ch. 29 <i>India</i>
Ch. 31 <i>South East Asia</i>
Ch. 14 <i>South Africa</i>
Ch. 15 <i>North Africa</i>
Ch. 16 <i>Mid East: SW Asia</i>
Ch. 17 <i>Turkey &amp; Iran</i>
Ch. 20 <i>Central Western Europe</i>
Ch. 22 <i>Russia</i>
*more as time permits

**THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:**

Writing, Reading, Language Arts, and Social Science

**LAB FEE, IF REQUIRED:** None

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

The following list of state standards is a guide. Depth, breadth, and sequence of coverage are variable and based upon IEP Goals/Objectives and performance levels of a wide variety of SDC and RSP students.

**10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

### **10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

### **10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

### **10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.**

1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

### **10.5 Students analyze the causes and course of the First World War.**

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

#### **10.6 Students analyze the effects of the First World War.**

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United State's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

#### **10.7 Students analyze the rise of totalitarian governments after World War I.**

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

#### **10.8 Students analyze the causes and consequences of World War II.**

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

#### **10.9 Students analyze the international developments in the post-World World War II world.**

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.

2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

**10.10 Students analyze instances of nation building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.**

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

**10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).**

**DISTRICT ESLRs TO BE ADDRESSED:**

- **Self-Directed Learners:** This course prepares students to be self-directed learners as they pursue major concepts in both foreign and domestic policy, as well as economic, artistic and social developments.
- **Effective Communicators:** Students will become more effective communicators as they develop critical thinking skills in reading, historical inquiry, oral presentation and historical quotations.
- **Quality Producer/Performers:** Students will initiate projects, set quality standards, and adapt to changing conditions.
- **Constructive Thinkers:** Students will more critically analyze important historical events and resulting societal changes.
- **Collaborative Workers:** This course will help students develop an appreciation for the depth and diversity of the values and experiences required to be a collaborative worker in our nation and the world.
- **Responsible Citizens:** This course will help prepare students to identify issues that require social action, show a commitment to accept social responsibilities associated with citizenship, and to be participatory and responsible citizens in our democratic society.