FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

HONORS WORLD CULTURES

DATE: April 2015
PROPOSED GRADE LEVEL(s): 9th grade
COURSE LENGTH: 1 year
SUBJECT AREA/CREDITS: 5/SEMESTER
GRADING: A-F
PREREQUISITE: At least a ‘B’ grade in 8th grade Social Studies course or recommendation from previous SS teacher
INTENT TO PURSUE COLLEGE PREP STATUS THROUGH UC SYSTEM: √ Yes ☐ No

COURSE DESCRIPTION:

This is a one year Middle Years Program (MYP) course that is meant to prepare students for the depth of knowledge and skill required to be successful in the International Baccalaureate (IB) Diploma Program (DP). Students will take a journey to the past and explore the different people, cultures, and ideas that built the foundation of modern society. We will evaluate current events and explore their historical roots. We will experience history from multiple perspectives, engage in respectful exchanges of ideas, and be encouraged to go from being history students to history-makers! We will develop our skills as historians by learning content, inquiring into and evaluating primary and secondary sources, communicating arguments with evidence in different ways, and developing an effective critical thinking process. The course focus areas include bringing together the content in the course outline below, Common Core Standards, and MYP Individuals and Societies requirements.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Students study world cultures to develop the critical thinking skills of a historian, and an 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, as well as the importance of differing perspectives on issues and events in order to develop informed citizens in the contemporary world
● 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
● Develop timed-writing skills to effectively communicate ideas and prepare for the requirements of the DP program
CCSS READING COMPONENT:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
3. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS WRITING COMPONENT:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
7. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

CCSS SPEAKING and LISTENING COMPONENTS:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
### DETAILED UNITS of INSTRUCTION:

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Approaches to Learning (ATLs)</th>
<th>Inquiry Questions</th>
<th>Content</th>
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<tbody>
<tr>
<td>Foundations of the Modern World</td>
<td>Thinking, Self-Management</td>
<td>• What major aspects of society were consistently present in each civilization?</td>
<td>Students will:</td>
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<td></td>
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<td>• In what ways did ancient civilizations lay the foundation for modern law, religion, and government?</td>
<td>• Describe major ancient civilizations (China, India, Mesopotamia, Egypt, Israel, Mayan) including:</td>
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<td>• What was the greatest impact ancient civilizations had on modern society?</td>
<td>○ Culture</td>
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<td>○ Law</td>
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<td></td>
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<td>○ Geography</td>
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<tr>
<td>Path to Democracy,</td>
<td>Research, Thinking</td>
<td>• What aspects of Greek and Roman government do you see in present day democracy?</td>
<td>○ Daily life</td>
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<td>The Greco-Roman Foundation</td>
<td></td>
<td>• Are systems of government today more equitable than they were during the formation of ancient civilizations?</td>
<td>○ Chronology</td>
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<td>• What events and individuals in Greek and Roman history contributed to the development of democracy?</td>
<td>• Create connections to modern ideas of civilization (such as law, culture, etc)</td>
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<td>European Enlightenment</td>
<td>Research, Social</td>
<td>• What enlightenment ideas can you identify in modern day societies?</td>
<td>Students will:</td>
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<td>and Revolution</td>
<td></td>
<td>• Which revolution had the biggest impact on modern ideals?</td>
<td>• Identify the elements of both models of democracy</td>
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<td>• Compare the differences and similarities of the Greek and Roman models of democracy</td>
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<td>• Create an argument for which model influenced present day models of democracy the most</td>
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<td>Enlightenment Philosophers and Their Ideas Were Received During Their Own Time</td>
<td>Determine How Enlightenment Ideas Influence Our Current Understanding</td>
<td>Evaluate How Enlightenment Thinkers Might View Present Day Events and Conflicts</td>
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| **Industrial Revolution: The Foundation for a Modern Economy** | **Research, Communication** | **In what ways did the Industrial Revolution transform the way people lived and worked?**  
**How did steam power connect the world and lower prices of goods?**  
**Which technological innovation had the largest impact on the development of the modern world?** |
| Students will:  
- Identify important factors of the industrial revolution  
  - Chronology  
  - Technology  
  - Human experience  
  - Economic Change  
- Evaluate how the industrial revolution impacted global economic systems |
| **New Imperialism: Inventing a New World Structure** | **Research, Thinking, Self-Management** | **What were some of the main causes of new imperialism during the 19th and 20th centuries?**  
**What were some of the consequences imperialism had on colonies around the world?**  
**Which imperialist nation made the largest global impact?** |
| Students will:  
- Identify the causes for European imperialism and the areas which were colonized  
  - Africa  
  - Southeast Asia  
  - India  
  - China  
- Evaluate the impact of imperialism on different cultures based on different perspectives  
- Determine the impact of imperialism on present
| World at War: WWI | Social, Communication | - How did the outcome of WWI lead to the development of the interwar years and WW2?  
- How did tactics and technology in WW1 develop the age of modern warfare?  
- What was progression of events and ideas that made WWI into a global conflict? | Students will:  
- Identify the causes of WW1  
  ○ Militarism  
  ○ Alliances  
  ○ Imperialism  
  ○ Nationalism  
- Evaluate how WW1 might have been different without some of those causes  
- Explain the different elements and major concepts that define WW1  
  ○ Trench Warfare  
  ○ Technology  
  ○ Total War  
  ○ A soldiers perspective  
- Critique how the outcome of WW1 lead to issues in the interwar years and WW2 |
| Interwar Years: Setting the Stage for Another World War | Communication, Self-Management | - What were the leading global events and circumstances that led most of the world to support forceful leaders?  
- What were the main causes of the Great Depression?  
- What were some of the government types established during the period between WW1 and WW2 with led to the leadership of WW2? | Students will:  
- Analyze the causes of the Great Depression  
- Understand the economic and political outcomes the Depression had on society  
- Evaluate how dictators gained control of various European and Asian countries during the interwar period |
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<tr>
<th>Global Conflict: WWII</th>
<th>Thinking, Communication</th>
<th>Students will:</th>
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<td>● What effects did WW2 have on global order and structure?</td>
<td>● Identify the causes and effects of WWII</td>
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<td>● What course of events during WW2 ultimately led to the overall outcome of the war?</td>
<td>● Compare/contrast WW1 with WW2</td>
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<td>● What were the different perspectives and experiences of WW2?</td>
<td>● Evaluate military tactics and how they affected the outcome of the war</td>
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<th>Cold War: A New Global Interaction</th>
<th>Thinking, Communication, Research</th>
<th>Students will:</th>
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<td>● How did the Cold War change the definition of global interaction diplomatically, with regards to information, militarily, and economically?</td>
<td>● Evaluate the cause of the cold war</td>
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<td>● How did the behavior of the ‘superpowers’ of the cold war impact other nations?</td>
<td>● Analyze its societal effects</td>
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<td>● What events or behaviors from 1945-1991 lead to that time period being defined as a ‘cold war’?</td>
<td>● Evaluate the cold war’s influence on modern conflicts</td>
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<th>The Modern World in a</th>
<th>Students will:</th>
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<tr>
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<td>● Evaluate the cause of</td>
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<td>Decade</td>
<td>(1950-2010) impacted modern global interaction the most?</td>
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<td>● What perspectives within each decade (1950-2010) describes the human experience and culture during that time?</td>
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<td>● What is uniquely significant about each decade (1950-2010) which sets it apart from the rest?</td>
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<td>● What world issues were first presented in each decade (1950-2010)?</td>
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**TEXTBOOKS and RESOURCE MATERIALS:**

1. *Modern World History: Patterns of Interaction*
2. SHEG (Stanford History Education Group)
3. Library of Congress
5. Miscellaneous Primary Sources

**COMMON CORE STANDARDS to be ADDRESSED:**

MYP courses promote student-led, inquiry based lessons. While teachers are there to provide contextual knowledge, much of the deeper analytical work is done by students. Students will gain the skills of a historian allowing them to conduct independent research, independently analyze newly learned historical information, and have a contextual understanding of world events. MYP Honors World Cultures will give students a strong foundation from which to become life-long learners.

**DISTRICT ESLRs TO BE ADDRESSSED:**

Students will be...

- **Self-Directed Learners:** This course prepares students to be self-directed learners as they pursue mastering major concepts in both foreign and domestic policy, as well as economic, and social developments.
- **Effective Communicators:** Students will become effective communicators as they develop critical thinking skills in reading, historical inquiry, oral presentation and written assignments.
• **Quality Producer/Performers:** Students will produce original written products, projects, etc., as well as perform quality skits and presentations.

• **Constructive Thinkers:** Students will critically analyze important historical events and the 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 by giving them opportunities to work together to solve problems and produce original products.

• **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.