

## World History II Honors Course Syllabus

**Course Title:** World History II Honors

**Department:** Social Studies

**Primary Course Materials:** Modern World History

**Course Description:** Students in World History II Honors study the economic and political roots of the modern world. Students will study the origins and consequences of the Industrial Revolution, 19<sup>th</sup> century political reform and imperialism. Students will be able to explain the causes and consequences of the great military, economic and social events of the past century. These include: World War I, the Great Depression, World War II, the Cold War and the Russian Revolution. Students will study the rise of nationalism and the continuing effects of political, ethnic, and religious conflict in many parts of the world. This course will emphasize historical analysis through document based questions and research assignments.

### **Essential Questions:**

1. How does technology affect the way we live?
2. How do literature and the arts reflect social and technological development?
3. How was Nationalism both a unifying and a divisive force?
4. What conditions fueled the forces of Nationalism?
5. What rights should democracy guarantee to its citizens?
6. What are the responsibilities of powerful nations towards those who are less powerful?
7. How does modernization affect traditional cultures?
8. What conditions can increase the possibility of war?
9. How can war and violence accelerate change in both positive and negative ways?
10. What circumstances can lead to a revolution?
11. Under what circumstances might people be willing to sacrifice democratic rights and ideals?
12. How can countries stop aggression by other nations?
13. What problems and opportunities have resulted from increasing ties among nations?
14. How can nations encourage harmony among diverse peoples within their borders?
15. Can developing nations promote economic growth without sacrificing political freedom?

## **Course Objectives:**

Skills to be developed:

1. Developing questions that guide inquiry and research in class work.
2. Analysis of effective argument and critical thinking from the historic record.
3. Expressing oneself clearly and effectively through writing and speaking.
4. Critical analysis of maps, graphs, and other graphic data.

## **Common Goals:**

### **Thinking and Communicating**

- 1)  Read information critically to develop understanding of concepts, topics and issues.
- 2)  Write clearly, factually, persuasively and creatively in Standard English.
- 3)  Speak clearly, factually, persuasively and creatively in Standard English.
- 4)  Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5)  Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

### **Gain and Apply Knowledge in and across the Disciplines**

- 6) Gain and Apply Knowledge in:
  - a)  Literature and Language
  - b)  Mathematics
  - c)  Science and Technology
  - d)  Social Studies, History and Geography
  - e)  Visual and Performing Arts
  - f)  Health and Physical Education

### **Work and Contribute**

- 7)  Demonstrate personal responsibility for planning one's future academic and career options.
- 8)  Participate in a school or community service activity.
- 9)  Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

## **Concepts and Skills, Grades 8-12, from the Massachusetts History and Social Science Curriculum Framework**

<i>Students should be able to:</i>		
<input type="checkbox"/>		<b>HISTORY AND GEOGRAPHY</b>
<input checked="" type="checkbox"/>	<b>1</b>	Apply the skills of pre-kindergarten through grade seven.
<input checked="" type="checkbox"/>	<b>2</b>	Identify multiple ways to express time relationships and dates (for example, <i>1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11<sup>th</sup> century, which is the same as the 1000s</i> ). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)
<input checked="" type="checkbox"/>	<b>3</b>	Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)

<input checked="" type="checkbox"/>	<b>4</b>	Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
<input checked="" type="checkbox"/>	<b>5</b>	Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)
<input checked="" type="checkbox"/>	<b>6</b>	Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)
<input checked="" type="checkbox"/>	<b>7</b>	Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)
<input checked="" type="checkbox"/>	<b>8</b>	Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
<input checked="" type="checkbox"/>	<b>9</b>	Distinguish intended from unintended consequences. (H, E, C)
<input checked="" type="checkbox"/>	<b>10</b>	Distinguish historical fact from opinion. (H, E, C)
<input checked="" type="checkbox"/>	<b>11</b>	Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)
<input type="checkbox"/>		<b>CIVICS AND GOVERNMENT</b>
<input checked="" type="checkbox"/>	<b>12</b>	Define and use correctly the following words and terms: <i>Magna Carta</i> , <i>parliament</i> , <i>habeas corpus</i> , <i>monarchy</i> , and <i>absolutism</i> . (C)
<input type="checkbox"/>		<b>GENERAL ECONOMICS SKILLS</b>
<input checked="" type="checkbox"/>	<b>13</b>	Define and use correctly <i>mercantilism</i> , <i>feudalism</i> , <i>economic growth</i> , and <i>entrepreneur</i> . (E)
<input checked="" type="checkbox"/>	<b>14</b>	Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)
<input checked="" type="checkbox"/>	<b>15</b>	Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)
<input checked="" type="checkbox"/>	<b>16</b>	Define and use correctly <i>gross domestic product</i> , <i>economic growth</i> , <i>recession</i> , <i>depression</i> , <i>unemployment</i> , <i>inflation</i> , and <i>deflation</i> . (E)
<input checked="" type="checkbox"/>	<b>17</b>	Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)
<input checked="" type="checkbox"/>	<b>18</b>	Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)
<input checked="" type="checkbox"/>	<b>19</b>	Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)
<input checked="" type="checkbox"/>	<b>20</b>	Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)
<input checked="" type="checkbox"/>	<b>21</b>	Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)
<input type="checkbox"/>	<b>22</b>	Define and distinguish between <i>absolute</i> and <i>comparative advantage</i> , and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)
<input checked="" type="checkbox"/>	<b>23</b>	Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)
<input checked="" type="checkbox"/>	<b>24</b>	Differentiate between fiscal and monetary policy. (E)

<input type="checkbox"/>		<b>U.S. ECONOMICS SKILLS</b>
<input checked="" type="checkbox"/>	<b>25</b>	Explain the basic economic functions of the government in the economy of the United States. (E)
<input type="checkbox"/>	<b>26</b>	Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)
<input type="checkbox"/>	<b>27</b>	Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)
<input type="checkbox"/>	<b>28</b>	Analyze how federal tax and spending policies affect the national budget and the national debt. (E)

### **Additional Learning Skills Beyond the Curriculum Framework**

#### **Instructional practices support the achievement of 21<sup>st</sup> C. Learning Expectations by:**

*(check those that apply to the Course)*

- personalizing instruction
- engaging students in cross disciplinary learning
- engaging students as active and self directed learners
- emphasizing inquiry, problem solving and higher order thinking
- applying knowledge and skills in authentic tasks
- engaging students in self assessment and reflection
- integrating technology

**Major Evaluation Strategies:**

Name of Assessment	Type of Assessment		Common Goals Assessed	Standards Assessed	Other Objectives Assessed
	Test	Performance Assessment			
Document Based Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3	Standard Dependent	
Chapter Exams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 9	Standard Dependent	
Essays	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 5	Standard Dependent	
Individual and group projects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2, 3, 4, 5, 9	Standard Dependent	
Quizzes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 4, 5, 9	Standard Dependent	
Homework	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 4, 9	Standard Dependent	
In class work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 4, 5, 6, 9	Standard Dependent	
Class participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 3, 9	Standard Dependent	
Library participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 4, 5	Standard Dependent	
Current Events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 5, 6, 9	Standard Dependent	
Maps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 6	Standard Dependent	
Final Exam	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 9	Standard Dependent	
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			