

SWEETWATER UNION HIGH SCHOOL DISTRICT**DIVISION OF ADULT AND CONTINUING EDUCATION**

High School Subjects

<u>VI</u> Level	<u>Cultures – World 1</u> <u>Cultures – World 2</u> 2015	<u>9051</u> <u>9052</u> Codes
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DURATION: 60 hours each, extended if necessary until all required work is completed.

GRADE LEVEL: 10/Adult

PREREQUISITES: None

CREDIT: One semester credit each toward the Social Science requirements for high school graduation may be earned.

PROGRAM DESCRIPTION:

This course addresses the major turning points that shaped the modern world, from the late eighteenth century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students study the chronology of historical events that shaped the modern world and relate them to their geographic, political, economic, and cultural contexts that impacted the history.

STUDENT LEARNER OUTCOMES:

- Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
- Students will solve problems
- Students will communicate clearly and collaborate with others
- Students will use resources, including technology, to research, organize and communicate information

GOALS:

Through the principles and practices presented in this course, students will

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

- 2.0 Students will compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty.
- 3.0 Students will analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- 4.0 Students will 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.
- 5.0 Students will analyze the causes and course of World War I.
- 6.0 Students will analyze the effects of the First World War.
- 7.0 Students will analyze the rise of totalitarian governments after World War I.
- 8.0 Students will analyze the causes and consequences of the Second World War.
- 9.0 Students will analyze the international developments in the post-World War II world.
- 10.0 Students will analyze instances of nation building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico or other parts of Latin America, and China.
- 11.0 Students will analyze the integration of countries into the world economy, and the information, technological and communications revolutions (e.g., television, satellites, computers).

OBJECTIVES:

- 1.0 With respect to relating the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism and in Christianity to the development of Western political thought, students who successfully complete this course will demonstrate their abilities to:
 - 1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
 - 1.2 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*.
 - 1.3 Consider the influence of the U.S. Constitution on political systems in the contemporary world.

- 2.0 With respect to comparing and contrasting the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty, students who successfully complete this course will demonstrate their abilities to:
- 2.1 Comprehend, compare, and contrast 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, Voltaire, Simon Bolivar, Thomas Jefferson, and James Madison).
 - 2.2 List the principles of the Magna Carta (1215), the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man (1789), and the United States Bill of Rights (1791).
 - 2.3 Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
 - 2.4 Explain and analyze how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
 - 2.5 Explain and analyze how nationalism spread across Europe with Napoleon and subsequently was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.
- 3.0 With respect to analyzing the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States, students who successfully complete this course will demonstrate their abilities to:
- 3.1 Explain and analyze why England was the first country to industrialize.
 - 3.2 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).
 - 3.3 Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
 - 3.4 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.

- 3.5 Understand the connections among natural resources, entrepreneurship, labor, and capital (factors of production) in an industrial economy.
 - 3.6 Analyze the emergence of Capitalism (the Market System) as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism.
 - 3.7 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.
- 4.0 With respect to analyzing 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, or the Philippines. Students who successfully complete this course will demonstrate their abilities to:
- 4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (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).
 - 4.2 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.
 - 4.3 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.
 - 4.4 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.
- 5.0 With respect to analyzing the causes and course of World War I, students who successfully complete this course will demonstrate their abilities to:
- 5.1 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.”

- 5.2 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).
 - 5.3 Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
 - 5.4 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.
 - 5.5 Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.
- 6.0 With respect to analyzing the effects of the First World War, students who successfully complete this course will demonstrate their abilities to:
- 6.1 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 States' rejection of the League of Nations on world politics.
 - 6.2 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.
 - 6.3 Understand the widespread disillusionment with prewar institutions, authorities and values that resulted in a void that was later filled by totalitarians.
 - 6.4 Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generations" of Gertrude Stein, Ernest Hemingway).
- 7.0 With respect to analyzing the rise of totalitarian governments after World War I, students who successfully complete this course will demonstrate their abilities to:
- 7.1 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).
 - 7.2 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).

- 7.3 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.
- 8.0 With respect to analyzing the causes and consequences of the Second World War, students who successfully complete this course will demonstrate their abilities to:
- 8.1 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.
 - 8.2 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.
 - 8.3 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.
 - 8.4 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, Douglass MacArthur, Dwight Eisenhower).
 - 8.5 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.
 - 8.6 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.
- 9.0 With respect to analyzing the international developments in the post-World War II world, students who successfully complete this course will demonstrate their abilities to:
- 9.1 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.
 - 9.2 Analyze the cause 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.

- 9.3 Understand the importance of the Truman Doctrine and 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
 - 9.4 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).
 - 9.5 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.
 - 9.6 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.
 - 9.7 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.
 - 9.8 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.
- 10.0 With respect to analyzing 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, students who successfully complete this course will demonstrate their abilities to:
- 10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
 - 10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
 - 10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

- 11.0 With respect to analyzing the integration of countries into the world economy, and the information, technological and communications revolutions (e.g., television, satellites, computers), students who successfully complete this course will demonstrate their abilities to:
- 11.1 Comprehend the concept of a world economy and the importance of international trade in the world economy.
 - 11.2 Comprehend and apply basic economic concepts of international trade, including balance of trade/payments, specialization of trade, and absolute and comparative advantages in international trade.
 - 11.3 Analyze the roles of regions studied during this course in the world economy.
 - 11.4 Understand and analyze the impact of the information, technological, and communications revolutions on the creation and maintenance of a world economy.

INSTRUCTIONAL STRATEGIES AND TIMES:

Individual work assignments	50%
Computer assisted learning	10%
Video presentations	10%
Small group dynamics	05%
Assessment	10%
Projects	15%

EVALUATION:

1. Satisfactory completion of written, computer, and project-based assignments as evaluated by the instructor.
2. Satisfactory completion of teacher-made and/or standardized test as evaluated by the instructor.
3. Satisfactory progress and participation in classroom activities as evaluated by the instructor.

CONDITIONS FOR REPETITION:

Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.

Approved:
BOARD OF TRUSTEES
March 21, 1974

Revised:

May 28, 1987 (Formerly called World History)

January 23, 1992

August 27, 2001

May 9, 2006

May 20, 2008

May 26, 2015

October 26, 2015