

Grades 9-12 Social Studies Curriculum Guide: World History (9)

<p>Big Understanding:</p> <ul style="list-style-type: none"> • 			
<p><u>Content Standards</u> Students will understand:</p> <p><u>Civics and Government</u></p> <p>B. PUPOSE AND TYPES OF GOVERNMENT: Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.</p>	<p><u>Civics and Government</u></p> <p>C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS: Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.</p>	<p><u>Content Standards</u> Students will understand:</p> <p><u>History</u></p> <p>A. CHRONOLOGY: Students will use the chronology of history and major eras to demonstrate the relationships of events and people.</p>	<p><u>History</u></p> <p>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout the world history.</p>
<p><u>Performance Indicators</u> Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the purpose and the structure of the United States government with other governments (parliamentary, dictatorship, monarchy) with respect to ideology, values, and histories. • Asses the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue. • Analyze the major arguments for and against representative government as distinguished from direct democracy. • Assess the tension between the public's need for government services and the varying availability of revenue through taxes at the local, state, and federal levels. • Evaluate the role of the media and public opinion in 	<p><u>Performance Indicators</u> Students will be able to:</p> <ul style="list-style-type: none"> • Explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United State). • Evaluate the Federalist and anti-Federalist positions on the ratification of the Constitution in light of historical developments. • Evaluate the effectiveness of the Constitution as a vehicle for change. • Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism. • Demonstrate how the United States 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> • Identify and analyze major events and people that characterize each of the significant eras in the United States and world history (See suggested eras below.) <p><u>Eras in World History</u></p> <ol style="list-style-type: none"> 1. Emergence of Civilization to 1000 BC 2. The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BD-600 AD 3. The Expansion and Interaction of Civilizations, 600 AD-1450 AD 4. The early Modern World, 1450-1800 5. The World in the Nineteenth Century 6. The World in the Contemporary Era <p><u>Eras in United State History</u></p> <ol style="list-style-type: none"> 1. The Americas to 1600 2. The Colonial Era, 1500-1754 3. The Revolutionary Era, 1754-1783 4. Nation Building, 1783-1815 5. The Expanding Nation, 1815-1850 	<p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> • Demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to: <ol style="list-style-type: none"> 1. Industrialization 2. The Cold War (and it ending) 3. The Vietnam Era 4. Watergate 5. The Great Depression 6. WWI and WWII 7. Civil Rights Movement • Demonstrate an understanding of selected major events in ancient and modern world history and their connection to United States history • Demonstrate an understanding of the lives of selected individuals who have had a major influence on history • Demonstrate an understanding of

<p>United States politics, including ways the government and media influence public opinion.</p>	<p>Constitution uses checks and balances in order to prevent the abuse of power (e.g., Marbury vs. Madison, gulf of Tonkin Resolution, Watergate).</p> <ul style="list-style-type: none"> Evaluate, take, and defend positions on current issues regarding judicial protection and individual rights. Examine civil rights issues related to well-known Supreme Court decisions. 	<ol style="list-style-type: none"> Civil War and Reconstruction, 1850-1877 Development of the Industrial United States, 1865-1914 The Progressive Era, 1890-1914 Emergence of the United States as a World Power, 1890-1920 The '20's: Prosperity and Problems Depression and The New Deal, 1929-1941 World war II and Post War United States, 1939-1961 Contemporary United States, 1961- Present 	<p>enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).</p> <ul style="list-style-type: none"> Explain how different ways of knowing and believing have influenced human history and culture. Describe how the basic ideas of various schools of philosophy have affected societies (e.g., rationalism, liberalism, idealism, conservatism) Explain the benefits and conflicts resulting from encounters among cultures.
<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> Various types of government Understand conflict Problem solving Research skills Writing skills 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> Various types of government Compare and contrast Research skills Writing skill Debate skills 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> The place of revolution in world history Compare and contrast Research skill Writing skills 	<p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> Reasons for revolution Causes for different types of government Compare and contrast Research and writing skills debate
<p><u>Assessment</u></p> <ul style="list-style-type: none"> What is a Revolution? Types of government 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Types of government 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> What is a revolution? 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> What is a revolution? Types of government
<p><u>Resources</u></p> <p><u>Human Experience</u> text Primary, secondary handouts</p>	<p><u>Resources</u></p> <p><u>Human Experience</u> text Primary, secondary handouts Library resources Internet</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <u>Human Experience</u> text Library Resource Internet Research A.V. Primary and secondary sources 	<p><u>Resources</u></p> <ul style="list-style-type: none"> <u>Human Experience</u> text Library Resource Internet Research A.V. Primary and secondary sources
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture and discussion Research Process Cooperative Learning A.V. 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture and discussion Research Process Model government Cooperative Learning A.V. 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture and discussion Research Process Cooperative Learning A.V. 	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture and discussion Research Process Cooperative Learning A.V.