

## **KETCHIKAN HIGH SCHOOL COURSE GUIDE**

**Course Title: World History**

**Theme: The Human Experience**

**Course Length: 1 year**

**Department: Social Studies**

**Grade: 10, 11, 12**

### **COURSE DESCRIPTION:**

World History has a primary focus on the scope and sequence of facts and concepts of the history and prehistory of humanity. The facts of history are clearly stated so that students can draw major generalizations. The choices and presentation of World History have been adjusted to the limitations of class time and to the focus of areas selected. The course is designed to be a survey of significant political, economic, social and literary events that have affected mankind in its efforts to improve the world. World History will attempt to recount significant achievements and setbacks of the past in humanity's long uphill towards a higher level of civilization. The course is divided into eight eras.

Era 1: The dawn of human history and the rise of civilizations (Prehistory)

Era 2: Antiquity, Egypt, Greece, and Rome. 3000 BC to 500 AD.

Era 3: Regional Civilizations 400 to 1350

Era 4: Emergence of the modern world 1350 to 1600

Era 5: Age of Revolution 1500 to 1850

### **MASTERY**

Students will describe how prehistoric people lived, the development of agriculture and other technological achievements, and the growth of civilizations.

Students will identify the lasting contributions of ancient Middle Eastern peoples, including the development of monotheism.

Students will describe the development of the civilization of Greece.

Students will give examples of the achievements of the ancient Greeks and tell how these were spread by Alexander the Great.

Students will explain the rise and decline of Rome and spread of Roman culture, including Christianity, throughout Europe.

Students will understand Islam and describe the spread of Islamic civilization.

Students will define feudalism and discuss the influence of the Christian Church in early medieval Europe.

Students will explain the effects of the Crusades and the development of Europe in the later Middle Ages.

Students will understand how Europeans explored and colonized the Americas and Africa.

Students will explain how the Scientific Revolution changed the way people looked at their world and how the Enlightenment advanced new social and political ideas.

Students will compare the causes and results of the English, American, and French Revolutions.

Students will trace new political, economic and scientific ideas and the growth of popular culture.

Students will describe the revolutionary and reform movements that reshaped politics of Europe and America in the 1800's.

## **ALASKA CONTENT HISTORY STANDARD**

**STANDARD A: A Student should understand that history is a record of human experiences that links the past to the present and the future.**

1. a. Explain how recent archaeological finds have contributed to our understanding of human origins.
1. b. Explain how trading people influenced the development of the Middle East.
1. c. Identify the achievements of the ancient Greeks in philosophy, history, and science.
1. d. Analyze how increased trade and colonial expansion set the stage for a global economy.
1. e. Discuss how scientific thought changed during the 1600's.
1. f. Relate how Napoleon built and then lost an empire.

**STANDARD B: A student should understand historical themes through factual knowledge of time , places, ideas, institutions, cultures, people, and events.**

2. a. Describe the role that slavery, exile, and return play in the history of Israelites.
2. b. Specify the kinds of economic, political and social changes that resulted from the rise of cities.
2. c. Describe the *Pax Romana* and characterize life under it.
2. d. Summarize the causes and effects of the Crusades on both Christian and Islamic societies.

**STANDARD C: A student should develop the skills and processes of historical inquire.**

3. a. Summarize how Sumer’s achievements enriched the early culture of the Middle East.
3. b. Summarize the teaching of Jesus of Nazareth and the influence of early Christians on the later roman Empire.
3. c. Identify the basic beliefs and practices of Islam.
3. d. Describe how loyalties were maintained in a divided and often violent Medieval Europe.
3. e. Analyze why Buddhism appealed to many people in India, Southeast Asia, and East Asia.
3. f. Identify the factors that inspired the Renaissance.
3. g. Effectively discuss how Luther’s religious reforms led to Protestantism.

**STANDARD D: A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.**

4. a. Identify the basic beliefs and practices of Islam.
4. b. Understand why Egypt was called the “Gift of the Nile.”
4. c. Analyze the effects that changes in scientific thought had on thinking in other fields.

