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| **Course: MHS****World History** |
| [**Course Description**](http://bvsd.org/curriculum/curriculum/Documents/Master%20District%20Course%20Descriptions%20and%20Graduation%20Requirements.pdf) World History is a chronological, thematic, and comparative study of the world from 1450 to the present. Students will examine themes that span regions and will focus on the interaction of world citizens and ideas from the First Global Age through the 20th century. Students will be engaged in an in‐depth study of some eras and will be asked to complete independent research, apply critical thinking and examine multiple perspectives on world issues. |
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| **Planning Period: 3 and 7** |

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| **Enduring Understandings**• The interrelations among people of the world occurred with much greater frequency and impact.• Large Eurasian empires were possible due to the military power and surplus of money provided by the military and fiscal revolution.• The encounters between Africans, Asians, the Americas and Europeans were not equally beneficial.• Europe was transformed through changes in religious theory, increasing military power, and scientific thinking.• The agricultural and industrial revolutions changed the distribution of wealth and poverty in the world.• The political revolutions of the Atlantic basin reshaped human ideas about government.• Eurasian societies transformed through Imperial expansion and increased global contact.• New political and social ideas emerged from the challenges of demographic and economic changes of the industrial revolution.• Domination of Western military and economic power over many regions brought technological, social, and governmental changes and created the beginnings of globalization.• Twentieth century conflicts were caused by the complicated interaction of economics, alliances, nationalism and imperialism.• Since World War II, a system of international justice and a stable organization of international communication have been established.• Political, economic and military relationships have adjusted to changing dynamics in power and resources.• The contemporary world has struggled to balance the interests and needs of cultural minorities and majorities | **Essential Questions** • What was the significance of the economic, political, and cultural interrelations among peoples of Africa, Europe, Asia and the Americas, 1500‐1750?• How did large territorial empires dominate much of Eurasia between the 16th and 18th centuries?• What were the characteristics of the encounters between Europeans and peoples of Sub‐SaharanAfrica, Asia, and the Americas in the late 15th and early 16th centuries?• What were the social, political, economic, and cultural transformations in Europe, 1450‐1750?• What were the causes and consequences of the agricultural and industrial revolutions, 1700‐1850?• What were the causes and consequences of political revolutions in the late 18th and early 19th centuries?• What were the causes and consequences of the agricultural and industrial revolutions, 1700‐1850?• How were Eurasian societies transformed in an era of global trade and rising European power, 1750‐1870• What were the patterns of nationalism, state building, and social reform in Europe and the Americas, 1830‐1914?• Why did global change occur in the era of Western military and economic domination, 1800‐1914?• How has social and political reform, and revolution in the 20th century changed the world?• What were the causes and global consequences of international conflict in the 20th century?• What have been the successes and failures in the search for peace and stability in the post war worlds?• What are the new international political, economic and military relationships that developed in the 20th century?• What are the major sources of economic disparity, tension and conflict in the contemporary world? |

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| ***Essential Learnings for Semester One:***WH1: Analyzes how population, economic and technological change accelerated from 1450 to 1770WH2: Analyzes the extent and limits of Chinese regional power under the Ming DynastyWH3: Compares the rise and expansion of the Ottoman, Safavid, and Mughal EmpiresWH4: Compares how Asian societies were transformed in the era of increased global contactsWH5: Identifies major cultural trends in Asia between the 16th and 18th CenturiesWH6: Describes the encounters between peoples of Sub‐Saharan Africa, Asia, and the Americas from 1400-1500WH7: Describes the origins and consequences of the slave trade in Africa and the AmericasWH 8: Examines social trends in Europe within the framework of the Renaissance and ReformationWH 9: Describes the significance of the Renaissance, Reformation, and Catholic ReformationWH 10: Describes the effects of the rising military and economic power of European states 1500-1700WH 11: Evaluates how the Scientific Revolution and Enlightenment contributed to transformations in European societyWH 12: Explains the causes and consequences of the agricultural and industrial revolutions, 1700‐1850WH 13: Describes how the French Revolution contributed to transformations in Europe and the worldWH 14: Compares and contrasts the process and impact of independence for Latin America in the early 19th centuryWH 15: Assesses the impact of global trade on Eurasian societies 1750‐1870Second Semester Essential Learnings are available at <http://bvsd.org/curriculum/curriculum/Pages/default.aspx> |
| ***Key Assignments and Assessments**** **BVSD Common Assessments**: Renaissance, New imperialism, Genocide,
* **Classroom Based Assessments**: National History Day Project, Interactive Journal, Unit Exams (Emergence of World Religions, Complex Civilization, First Global Age, Age of Revolution, A Century of War, Peace and Achievement, Research Paper, Current Event Analysis.
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|  **Grading Policy**1. Your grade is determined by accumulating points in the following weighted categories

10% - Prep & Practice = Class participation and some in class-work30% - Formative Assessments = Quizzes and homework and minor projects50% - Summative Assessments = Tests and major projects10% - Research Paper = Formal research paper one each semester1. Your grade is like a pet – Monitor its health via Infinite Campus
2. Keep all graded work in your binder – it helps keep your grade accurate
3. Personal questions regarding your grades are to be discussed outside of normal class time
4. Late work will be accepted for ½ - ¾ credit upon my discretion (quality & timeliness)
5. All work Must be submitted with students’ full name, Period and Date
6. Test corrections can be completed for ½ credit for each multiple choice question Essays can only be rewritten if the score is below 50%. (see expectations for more details)
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| ***Resources used for this course:*****Textbook****Ellis / Esler *World History,* Pearson Publishing, 2011.**Teachers Curriculum Institute, World History CurriculumThe Exploration Company, Earthpoint SoftwareTime Magazine, The Economist, <http://www.howstuffworks.com/podcasts/stuff-you-missed-in-history-class.rss> |