

World History

**Social Studies
Curriculum Framework**

Revised 2006

Course Title: World History

Course/Unit Credit: 1

Course Number: 471000

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

World History

World History is a course designed to develop greater understanding of the evolution of global processes, contacts, and interaction with different types of human societies. World History provides a study of the history of human society from early civilization to the contemporary period, examining major themes and relationships between major civilizations throughout the world. These themes include the impact of interaction among major societies through political, economic, social, religious, military, scientific, and cultural developments. Students will analyze and interpret a variety of historical resources using primary and secondary sources, maps, and pictorial and graphic evidence of historical events. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. World History is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

Strand	Standards
Social Movements and Reforms	1. Students shall analyze the key elements of social movements and reforms.
	2. Students shall analyze societal changes resulting from movements and reforms.
Conflict and Compromise	3. Students shall analyze the causes of conflict in the world.
	4. Students shall analyze the effect of conflict and subsequent resolution in the world.
Migration and Settlement	5. Students shall analyze the reasons for and consequences of migration.
	6. Students shall analyze the interactions of peoples, cultures, and ideas.
Economics and Trade	7. Students shall analyze global interactions created through trade.
	8. Students shall analyze specialization and interdependence in the world.
Politics and Government	9. Students shall analyze the different theories of government throughout history.
	10. Students shall analyze the structure and purpose of political organizations and alliances.

Strand: Social Movements and Reforms

Content Standard 1: Students shall analyze the key elements of social movements and reforms.

SMR.1.WH.1	Examine the key concepts and historical significance of five major religions: <ul style="list-style-type: none">• Buddhism• Christianity• Hinduism• Islam• Judaism
SMR.1.WH.2	Examine the key concepts and historical significance of three major Eastern philosophies: <ul style="list-style-type: none">• <i>Confucianism</i>• <i>Daoism</i>• <i>Legalism</i>
SMR.1.WH.3	Explain the contributions of Greek philosophers to Western thought using primary and secondary sources: <ul style="list-style-type: none">• Socrates – Socratic method• Plato – <u>The Republic</u>• Aristotle
SMR.1.WH.4	Analyze key elements of the Renaissance: <ul style="list-style-type: none">• <i>Humanism</i>• revival of interest in ancient Greece and Rome• changing artistic styles (e.g., music, architecture, literature)
SMR.1.WH.5	Describe the role of the printing press in the spread of ideas: <ul style="list-style-type: none">• availability of books• increased literacy• Reformation
SMR.1.WH.6	Explain notable contributions made by individuals during the Scientific Revolution (e.g., Copernicus, Newton, Galileo, Bacon)
SMR.1.WH.7	Explain notable contributions made by individuals during the Enlightenment (e.g., Locke, Voltaire, Rousseau, Montesquieu)

Strand: Social Movements and Reforms

Content Standard 2: Students shall analyze societal changes resulting from movements and reforms.

SMR.2.WH.1	Explain the characteristics of a civilization: <ul style="list-style-type: none">• calendar• writing• specialization of workers• rise of cities• advanced technology• development of complex institutions
SMR.2.WH.2	Investigate the changing roles of women using primary and secondary sources
SMR.2.WH.3	Examine the spread of the major religions using historical maps: <ul style="list-style-type: none">• Buddhism• Christianity• Hinduism• Islam• Judaism
SMR.2.WH.4	Research the effects of the Black Death on Medieval and early Renaissance society (e.g., population, economics, religion)
SMR.2.WH.5	Evaluate the effect of the Renaissance on subsequent events in Europe: <ul style="list-style-type: none">• Reformation• exploration• Enlightenment• Scientific Revolution

Strand: Conflict and Compromise

Content Standard 3: Students shall analyze the causes of conflict in the world.

CC.3.WH.1	Explain the causes of the fall of the Roman Empire (e.g., economic, political, military)
CC.3.WH.2	Investigate the causes of the Crusades (e.g., religious, economic, military, political)
CC.3.WH.3	Compare and contrast the Reformation and the Counter-Reformation (e.g., religious, economic, political)
CC.3.WH.4	Analyze the causes of the 18 th and 19 th century revolutions (e.g., <i>liberalism, nationalism, imperialism</i>)
CC.3.WH.5	Analyze the causes of World War I (e.g., <i>alliances, imperialism, nationalism, militarism</i>)
CC.3.WH.6	Analyze the causes of World War II (e.g., Treaty of Versailles, the Great Depression, rise of dictators)
CC.3.WH.7	Research the causes of the Cold War using available technology (e.g., ideological differences between the United States and the U.S.S.R.)
CC.3.WH.8	Analyze the role extremist groups have played in creating world instability

Strand: Conflict and Compromise

Content Standard 4: Students shall analyze the effect of conflict and subsequent resolution in the world.

CC.4.WH.1	Analyze the effect of the Punic Wars on transforming Rome from Republic to Empire
CC.4.WH.2	Investigate the effects of the collapse of the Roman Empire on civilization (e.g., barbarian invasions, changing structure of the church, the Byzantine Empire)
CC.4.WH.3	Explain the consequences of the Crusades (e.g., decline in feudalism, increase in trade, shifting political power)
CC.4.WH.4	Analyze the effect of revolution on the creation of independent nation-states (e.g., American Revolution, French Revolution, unification of Germany, unification of Italy, and Latin American independence movements)
CC.4.WH.5	Summarize the consequences of the Napoleonic Wars (e.g., the Louisiana Purchase, the Congress of Vienna)
CC.4.WH.6	Summarize the consequences of the Russian Revolution (e.g., Russian Civil War, withdrawal from World War I, end of Czarist rule)
CC.4.WH.7	Examine the consequences of World War I and the Treaty of Versailles: <ul style="list-style-type: none"> • changing national boundaries • advances in military technology • deterioration of Germany • the League of Nations
CC.4.WH.8	Examine the outcomes of World War II: <ul style="list-style-type: none"> • creation of United Nations • North Atlantic Treaty Organization (NATO) • advances in technology • creation of satellite nations • Cold War
CC.4.WH.9	Investigate the world-wide effect of <i>genocide</i> in the 20 th and 21 st centuries using available technology (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo, Sudan)
CC.4.WH.10	Investigate the effects of the Cold War on the post-World War II era (e.g., emerging superpowers, containment policies, space race, arms race)
CC.4.WH.11	Discuss the post-Cold War era (e.g., <i>Strategic Arms Limitation Treaty</i> , <i>glasnost</i> , <i>perestroika</i> , fall of Berlin Wall)
CC.4.WH.12	Investigate the consequences of the Arab - Israeli conflicts from 1948 to the present
CC.4.WH.13	Analyze the responses to imperialism by people under colonial rule at the end of the 19 th century (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars)

Strand: Migration and Settlement

Content Standard 5: Students shall analyze the reasons for and consequences of migration.

MS.5.WH.1	Examine the effects of the Neolithic revolution on society (e.g., domestication of plants and animals, increased population, changing technologies)
MS.5.WH.2	Describe the causes of mass migration (e.g., famine, disease, war, religious persecution, ethnic cleansing)
MS.5.WH.3	Describe the effects of mass migrations on civilization (e.g., Bantu, Great Trek, Irish, Vietnamese)
MS.5.WH.4	Discuss the spread of forced labor (e.g., slavery in ancient civilizations, American Indians, Africa)

Strand: Migration and Settlement

Content Standard 6: Students shall analyze the interactions of peoples, cultures, and ideas.

MS.6.WH.1	Illustrate the movement of people over time to different locations using historical maps
MS.6.WH.2	Investigate the cultures that developed in the Americas prior to European exploration (e.g., Maya, Inca, Aztec, and North American Indian tribes)
MS.6.WH.3	Describe the contributions of early African civilizations (e.g., Ghana, Mali, Songhai)
MS.6.WH.4	Describe the contributions of early Asian civilizations (e.g., Zhou, Qin, Han, Indo-European)
MS.6.WH.5	Compare and contrast the consequences of the Mongol invasion on India, China, and Russia

Strand: Economics and Trade

Content Standard 7: Students shall analyze global interactions created through trade.

ET.7.WH.1	Investigate the significance of the Silk Road using historical maps
ET.7.WH.2	Research the motivations which drove European exploration (e.g., <i>mercantilism</i> , <i>colonialism</i> , religion)
ET.7.WH.3	Analyze the contributions of explorers (e.g., Magellan, Columbus, De Gama, Drake, Zheng He)
ET.7.WH.4	Analyze the results of slave labor on economic systems
ET.7.WH.5	Describe the four factors of production necessary to foster an industrial revolution: <ul style="list-style-type: none">• natural resources• human resources• capital resources• entrepreneurship
ET.7.WH.6	Investigate the role 19 th century <i>imperialism</i> played in creating spheres of influence and colonization (e.g., partition of Africa, East Asia, India, Latin America)
ET.7.WH.7	Compare and contrast the economic elements of <i>capitalism</i> , <i>socialism</i> , and <i>communism</i>

Strand: Economics and Trade

Content Standard 8: Students shall analyze specialization and interdependence in the world.

ET.8.WH.1	Analyze the development of mass production methods during the late 19 th and early 20 th centuries: <ul style="list-style-type: none">• division of labor• assembly line• interchangeable parts
ET.8.WH.2	Summarize the Marxist theory of social and political reform (e.g., <i>proletariat</i> , <i>bourgeoisie</i>)
ET.8.WH.3	Describe economic interdependence of nations [e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), General Agreement on Trade and Tariffs (GATT), European Economic Union (EEU), Organization of Petroleum Exporting Countries (OPEC)]

Strand: Politics and Government

Content Standard 9: Students shall analyze the different theories of government throughout history.

PG.9.WH.1	Summarize the development of political structures in the cradles of civilization (e.g., Nile River Valley, Indus River Valley, Mesopotamia, China, and South America)
PG.9.WH.2	Compare and contrast the political theories found in the Greek <i>city-states</i> of Sparta and Athens
PG.9.WH.3	Summarize political power resulting from the following: <ul style="list-style-type: none">• <i>Mandate of Heaven</i>• <i>divine right</i>• <i>absolutism</i>
PG.9.WH.4	Investigate the origin and development of the imperial state: <ul style="list-style-type: none">• Africa• Asia• Europe• Middle East
PG.9.WH.5	Compare and contrast the political structure of European and Japanese feudalism
PG.9.WH.6	Describe the political ideologies of the 18 th and 19 th century revolutions using primary and secondary documents (e.g., American, French, and Latin American revolutions)
PG.9.WH.7	Discuss <i>theocracy</i> (e.g., John Calvin, Puritans, Islam)
PG.9.WH.8	Examine the political theories of <i>socialism, communism, and fascism</i>

Strand: Politics and Government

Content Standard 10: Students shall analyze the structure and purpose of political organizations and alliances.

PG.10.WH.1	Investigate historical law codes using primary and secondary documents (e.g., Hammurabi, Justinian, Magna Carta, Napoleonic)
PG.10.WH.2	Research the formation of alliances in World War I and World War II using available technology (e.g., Triple Alliance, Triple Entente, Axis and Allies)
PG.10.WH.3	Analyze the structure and purpose of the United Nations
PG.10.WH.4	Analyze the purpose of post-World War II military alliances [e.g., North Atlantic Treaty Organization (NATO), Southeast Asia Treaty Organization (SEATO), Warsaw Pact]

Appendix

Glossary for World History

Absolutism	A form of rule where ultimate authority was in the hands of a monarch who claimed to rule by divine right
Alliance	A formal agreement or treaty between two or more nations to cooperate for specific purposes
Bourgeoisie	Urban middle-class including merchants, manufacturers, and professionals
Capitalism	An economic system characterized by private or corporate ownership of the means of production and by private control over decisions on prices, production, and distribution of goods in a free competitive market of supply and demand.
City-states	Cities with political and economic control over the surrounding countryside
Colonialism	Policy by which a nation administers a foreign territory and develops its resources for the benefit of the colonial power
Communism	Authoritarian socialism; economic and political system in which governments own the means of production and control economic planning
Confucism	The concept of the importance of family, respect for one's elders, and respect for the past based on the teaching of the Chinese philosopher Confucius.
Daoism	The Chinese philosophy that stressed contemplation of harmony in nature and human behavior
Divine right	The belief that kings receive their power directly from God and are responsible to no one except God
Fascism	A political philosophy, movement, or government that exalts the nation over the individual; the antithesis of liberal democracy; It advocates a centralized autocratic government led by a disciplined party and headed by a dictatorial, charismatic leader
Genocide	Systematic extermination of a people
Glasnost	Soviet policy of openness under which government controls on the economy were relaxed and restrictions on dissent were eased
Humanism	An intellectual movement; the most important associated with the Renaissance – based upon the study of the classics, or the literary works of ancient Greece and Rome
Imperialism	Policy of powerful countries seeking to control the economic and political affairs of weaker countries or regions
Legalism	A philosophy with the main belief that human beings were evil by nature and could be brought to follow the correct path only by harsh laws and stiff punishments
Liberalism	Belief in individual rights and rule of law
Mandate of Heaven	A political theory of ancient China in which those in power were given the right to rule from a divine source
Mercantilism	A set of principles that dominated economic thought in the seventeenth century, in which the prosperity of a nation depended on a large supply of gold and silver
Militarism	Glorification of armed strength
Nationalism	Proud loyalty and devotion to a nation
Perestroika	Soviet restructuring policy designed to overhaul the Soviet political and economic systems
Proletariat	Name given by Karl Marx to the working class
Socialism	An ideology that calls for collective or government ownership of the means of production and the distribution of goods
Strategic Arms Limitation Treaty (SALT)	An agreement between the United States and the United Soviet Socialist Republic to limit nuclear weapons
Theocracy	Government ruled by religious leaders claiming God's authority