

Kentucky Department of Education - Course Standards

Course Standards

Course Code: 450835

Course Name: World History

Grade Level: 9-12

Upon course completion students should be able to:



Standards

Big Idea: Government and Civics

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

Academic Expectations

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations. 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

High School Enduring Knowledge – Understandings

Students will understand that:

- people form governments to establish order, provide security and accomplish common goals. Governments in the world vary in terms of their sources of power, purposes and effectiveness.
- the United States does not exist in isolation; its democratic form of government has played and continues to play a considerable role in our interconnected world

High School Skills and Concepts

Students will:

- demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government:
 - ✓ examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution)
 - ✓ compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals
 - ✓ examine conflicts within and among different governments and analyze their impacts on historical or current events

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- ✓ analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems

Big Idea: Cultures and Societies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Academic Expectations

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

High School Enduring Knowledge – Understandings

Students will understand that:

- culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.
- social institutions (e.g., government, economy, education, religion, family) respond to human needs, structure society, and influence behavior within different cultures.
- interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.
- culture affects how people in a society behave in relation to groups and their environment.
 - a variety of factors promote cultural diversity in a society, a nation, and the world.
- an appreciation of the diverse nature of cultures is essential in our global society.

High School Skills and Concepts

Students will:

- demonstrate an understanding of the nature of culture:
- describe how belief systems, knowledge, technology, and behavior patterns define cultures
 - o analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements
 - ✓ describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)
- explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence,

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difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)

- describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)
- compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)

Big Idea: Economics

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

Academic Expectations

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

High School Enduring Knowledge – Understandings

Students will understand that:

- the basic economic problem confronting individuals, societies and governments is scarcity; as a result of scarcity, economic choices and decisions must be made
- markets (e.g., local, national, global) are institutional arrangements that enable buyers and sellers to exchange goods and services.
 - ✓ a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) affect individuals, societies and governments.
- our global economy provides for a level of interdependence among individuals, societies and governments of the world.
- in a global economy, interdependence results in economic conditions and policies in one nation affecting economic conditions in other nations.

High School Skills and Concepts

Students will:

- demonstrate an understanding of the nature of limited resources and scarcity in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):
 - ✓ explain how scarcity of resources necessitates choices at both the personal and societal levels, and explain the impact of those choices
 - ✓ explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures

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- ✓ describe how economic institutions (e.g., corporations, labor unions, banks, stock markets, cooperatives, partnerships) help to deal with scarcity
- ✓ explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):
- ✓ analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies

Big Idea: Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

Academic Expectations

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

High School Enduring Knowledge – Understandings

Students will understand that:

- patterns emerge as humans move, settle and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.
- regions help us to see the Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups. People vary in how they organize, interpret and use information about places and regions.
- human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.
- the use of maps, geographic tools, and mental maps helps interpret information, analyze patterns and spatial data, predict consequences and find/propose solutions to world problems.
- citizens in an interdependent global community impact their physical environments through the use of land and other resources.
- environmental changes and physical and human geographic factors have influenced world economic, political, and social conditions.
- many of the important issues facing societies involve the consequences of interactions between human and physical systems. Complex interrelationships between societies and their physical environments influence conditions locally, regionally and globally.

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High School Skills and Concepts

Students will:

- investigate regions of the Earth’s surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):
 - o interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)
- explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)
 - ✓ describe movement and settlement patterns in the modern world (1500 A.D. to present) and United States (Reconstruction to present):
 - ✓ analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history
 - ✓ explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications)
 - ✓ investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present):
 - ✓ describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment
 - ✓ interpret and analyze possible global effects (e.g., global warming, destruction of the rainforest, acid rain) of human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods)

Big Idea: Historical Perspective

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

High School Enduring Knowledge – Understandings

Students will understand that:

- history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, data, artifacts) are needed to analyze historical events.

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- history is a series of connected events shaped by multiple cause-effect relationships, tying past to present.
- geography and natural resources have a significant impact on historical perspectives and events.
- advances in research, science and technology have a significant impact on historical events, American society, and the global community.

High School Understandings (specific to World Civilizations History, 1500 A.D. to the Present)

Students will understand that:

- world civilizations (e.g., African, Asian, European, Latin American, Middle Eastern) can be analyzed by examining significant eras (Renaissance, Reformation, Age of Exploration, Age of Revolution, Nationalism and Imperialism, Technological Age, 21st Century) to develop chronological understanding and recognize cause-effect relationships and multiple causation.
- world civilizations share common characteristics (e.g., government, belief system, economy) and have been impacted by significant individuals and groups.
- each era in the history of the world has social, political and economic characteristics.
- an increasingly interdependent world provides challenges and opportunities.

High School Skills and Concepts

Students will:

- demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):
 - ✓ investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)
 - ✓ examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)
 - ✓ research issues or interpret accounts of historical events in world history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts):
 - ✓ explain how ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) impacted people's perspectives during the Renaissance and Reformation
 - ✓ analyze how new ideas and technologies of the Age of Exploration by Europeans brought great wealth to the absolute monarchies and resulted in political, economic and social changes (e.g., disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world
 - ✓ investigate how political, social and cultural revolutions (e.g., French, Industrial, Bolshevik, Chinese) brought about changes in science, thought, government, or industry and had long range impacts on the modern world
 - ✓ examine how nationalism, militarism, expansionism and imperialism led to conflicts (e.g., World War I, Japanese aggression in China and the Pacific, European

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- imperialism in Africa, World War II) and the rise of totalitarian governments (e.g., Communism in Russia, Fascism in Italy, Nazism in Germany)
- ✓ analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East
 - ✓ examine how countries around the world have addressed the challenges of rapid social, political and economic changes during the second half of the 20th century (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy)