

West Linn–Wilsonville School District
Social Studies Department – Course Statement

<u>Course Title: World History</u>	
Length of Course:	Semester
Number of Credits:	1
Grade Level:	9
Prerequisites:	None
CIM Work Samples	
Offered in Course:	Persuasive research writing and persuasive speaking work samples
Date of Description/Revision: May 2005	
Course Overview	
<p>This introductory course examines world history through a study of geography, important persons, revolutionary events, and case studies. Students explore thematic content and reach beginning understandings of the economic, social, and cultural forces that are active and impacting our world as we continue to evolve in the 21st Century.</p>	
Essential Questions	Concepts providing focus for student learning
<ul style="list-style-type: none"> • What were the causes and consequences of historical and revolutionary events? • What perspectives and connections can be made between history and our own lives? • How effective are the following: voting/laws, violence, reaction or action, complacency. Which methods create the most enduring and positive change? • What is quality of life and how does it affect society? • How does the individual make a difference in the history of the world? 	
Proficiency Statements	
<p>Upon completion of course, students will be able to:</p> <ul style="list-style-type: none"> • Explain the causes and consequences of the revolutions. • Communicate persuasively through writing and oral presentations. • Demonstrate a basic understanding of world geography. • Understand the legacy of colonialism and imperialism and their impact on the current world. • Gain skills in researching both print and online resources. • Use technology to enhance learning. • Gain skills in cooperative group work and creating finished products for presentations. 	

West Linn–Wilsonville School District
Social Studies Department – Course Statement

General Course Topics/Units & Timeframes	
Thematic units covered in three to four week periods.	
<p>A. Introduction Unit: Foundations of government through an exploration of historical roots.</p> <p>B. Tracing Colonialism/Imperialism: Students will understand colonialism and imperialism and study the causes and consequences of the French Revolution, Mexican Revolution, Russian Revolution, Chinese Revolution, Indian Independence, and/or other historical events as provided by the instructor.</p> <p>C. Discovering Geography: Students gain knowledge of geography through studying various continental regions, religions, as well as understanding elements of culture, population, ethnicity, and density.</p> <p>D. Evaluating the Modern World: Students consider the challenges of globalization, poverty, and disease prevention in our ever-increasingly connected and complex world.</p>	
Resources	
<ul style="list-style-type: none">• Text: <i>Modern World History: Patterns of Interaction</i>, McDougal Littell, 2005• Other:<ul style="list-style-type: none">◦ History Alive! Programs, Teacher's Curriculum Institute◦ Maps - regional world maps completed by students◦ Dramatic exercises which may include <i>The Murder of Rasputin</i>, <i>Tale of the Dragon</i>, etc.◦ Media resources, which vary from teacher to teacher, but may include:<ul style="list-style-type: none">⇒ Selected video clips from feature films <i>The Red Violin</i>, <i>The Last Emperor</i>, <i>Les Miserables</i>, <i>Gandhi</i>, <i>Fiddler on the Roof</i>, <i>A Tale of Two Cities</i>, and <i>Dr. Zhivago</i>⇒ Clips from various documentaries such as <i>Red Flag</i>, <i>The Russian Revolution</i>, <i>Napoleon</i>, and <i>The Mexican Revolution</i>⇒ Audiovisual presentations related to the topics studied, some created by students⇒ Webquests such as "Searching for China"⇒ Library and Internet resources	