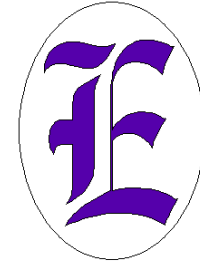




Ephrata High School
Course Syllabus



World History

I. Course Description

1 Credit

Grades 9

Course Weight: Level 1

This course is intended for incoming 9th graders. While historical events are unique, they often are driven by similar, repeated forces. In telling the history of our world, this course will pay special attention to eight significant and recurring themes. These themes are presented to show that from America, to Africa, to Asia, people are more alike than they realize. Throughout history, humans have confronted similar obstacles, have struggled to achieve similar goals, and continually have strived to better themselves and the world around them.

II. Materials & Equipment

Text:

Beck, R. B., Black, L., Krieger, L. S., Naylor, P. C., & Shabaka, D. I. (2009).
Modern World History: Patterns of Interaction. New York: McDougal
Littell.

Online Materials

Video Segments

III. Course Goals & Objectives

Power and Authority

- **History is often made by the people and institutions in power. As we explore the world's powerful governments and people, answer these questions:**
 1. **Who holds the power?**
 2. **How did that person or group get power?**
 3. **What system of government provides order in this society?**
 4. **How does the group or person in power keep or lose power?**

Religious and Ethical Systems

- Throughout history, humans around the world have been guided by, as much as anything else, their religious and ethical beliefs. As we examine the world's ethical and religious systems, answer these questions:
 1. What beliefs are held by a majority of people in a region?
 2. How do these major beliefs differ from one another?
 3. How do the various religious groups interact with one another?
 4. How do religious groups react toward nonmembers?

Revolution

- Often in history, great change has been achieved only through force. As we learn discover about the continuous overthrow of governments, institutions, and even ideas throughout history, answer these questions:
 1. What long-term ideas or institutions are being overthrown?
 2. What caused people to make this radical change?
 3. What are the results of change?

Interaction with Environment

- Since the earliest times, humans have had to deal with their surroundings in order to survive. As we learn about our continuous interaction with the environment, answer these questions:
 1. How do humans adjust to the climate and terrain where they live?
 2. How have changes in the natural world forced people to change?
 3. What positive and negative changes have people made to their environment?

Economics

- Economics has proven to be a powerful force in human history. From early times to the present, human cultures have been concerned with how to use their scarce resources to satisfy their needs. As we learn about different groups, answer these questions:
 1. What goods and services does a society produce?
 2. Who controls the wealth and resources of a society?
 3. How does a society obtain more goods and services?

Cultural Interaction

- Today, people around the world share many things, from music to food, to ideas. Human cultures actually have interacted with each other since ancient times. As we learn about how different cultures have interacted, answer these questions:
 1. How have cultures interacted (trade, migration, or conquest)?
 2. What items have cultures passed on to each other?
 3. What political, economic, and religious ideas have cultures shared?
 4. What positive and negative effects have resulted from cultural interaction?

Empire Building

- Since the beginning of time, human cultures have shared a similar desire to grow more powerful – often by dominating other groups. As we learn about empire building through the ages, answer these questions:
 1. What motivates groups to conquer other lands and people?
 2. How does one society gain control of others?
 3. How does a dominating society control and rule its subjects?

Science and Technology

- All humans share an endless desire to know more about their world and to solve whatever problems they encounter. The development of science and technology has played a key role in these quests. As we learn about the role of science and technology in world history, answer these questions:
 1. What tools and methods do people use to solve the various problems they face?
 2. How do people gain knowledge about their world? How do they use that knowledge?
 3. How do new discoveries and inventions change the way people live?

IV. Course Topics (Summary Outline)

Unit 1: 500 – 1800 Connecting Hemispheres

- Chapter 1: 1300 – 1600 European Renaissance and Reformation
- Chapter 2: 1300 – 1700 The Muslim World Expands
- Chapter 3: 1400 – 1800 The Age of Explorations and Isolation
- Chapter 4: 1492 – 1800 The Atlantic World

Unit 2: 1500-1900: Absolutism to Revolution

- Chapter 5: 1500 – 1800 Absolute Monarchs in Europe
- Chapter 6: 1500 – 1800 Enlightenment and Revolution
- Chapter 7: 1789 – 1815 The French Revolution and Napoleon
- Chapter 8: 1789 – 1900 Nationalist Revolutions Sweep West

Unit 3: 1700 – 1914: Industrialism and the Race for Empire

- Chapter 9: 1700 – 1900 The industrial Revolution
- Chapter 10: 1815 – 1914 The Age of Democracy and Progress
- Chapter 11: 1850 – 1914 The Age of Imperialism
- Chapter 12: 1800 – 1914 Transformation Around the Globe

Unit 4: 1900 – 1945: The World at War

- Chapter 13: 1914 – 1918 The Great War
- Chapter 14: 1900 – 1939 Revolution and Nationalism
- Chapter 15: 1919 – 1939 Years of Crisis
- Chapter 16: 1939 – 1945 World War II

Unit 5: 1945 – Present: Perspectives on the Present

- Chapter 17: 1945 – Present Restructuring the Postwar World
- Chapter 18: 1945 – Present The Colonies Become New Nations
- Chapter 19: 1945 – Present Struggles for Democracy
- Chapter 20: 1960 – Present Global Interdependence

V. Assignments & Grading

- Chapter / Section Assessment Homework Assignments
- Section Quizzes
- Chapter & Unit Tests
- Final Test
- Research Project
- Current Events Assignment