

Honors World Studies Curriculum Map Grades 9 and 10

Timeframe	Unit	Core Learning Goals/Standards	Assessments	Suggested Resources
<p>FRESHMAN YEAR:</p> <p>1st Marking Period</p>	<p>Based on a portion of the AP World History curriculum covering the period c.8000 b.c.e.-1750 c.e., Honors World History I</p> <p>Geography</p> <ul style="list-style-type: none"> • Themes of geography • Physical geography • Cultural geography • Maps • Map reading skills <p>Social study skills</p> <ul style="list-style-type: none"> • Primary and secondary sources • Political cartoons • Chronology • Historical interpretations • Statistics • Graphs <p>Study skills</p> <ul style="list-style-type: none"> • Organizational skills • Listening skills • Reading skills • Writing skills • Library and research skills 	<p>Critical thinking skills 1,2,3,6,7,8</p> <p>Critical reading skills 1,2</p> <p>Critical communication skills 1-5</p> <p>Academic Standards for History 8.1.A-D</p> <p>Academic Standards for Geography 7.1.A-B, 7.2.A-B, 7.3.A-E, 7.4.A-B</p>	<p>Portfolio assessments</p> <p>Oral presentations PowerPoint presentations</p> <p>Historical and political cartoon interpretations</p> <p>Researched-based project/report</p> <p>Visual interpretation and evaluation:</p> <p>Cartoons, graphs, charts, maps, persuasive posters, and art</p> <p>Objective tests</p> <p>Subjective tests Change-over-time essay questions</p> <p>Comparative essay questions</p> <p>Document-based questions</p>	<p>ESSENTIAL LCD PROJECTORS</p> <p>Online Geography Map Quiz Games: http://www.lizardpoint.com/fun/geoquiz/index.html</p> <p>National Geographic Maps and Online Galleries: http://www.nationalgeographic.com/</p> <p>New York Times Online: http://www.nytimes.com/</p> <p>World's 50 Most Populous Countries: http://www.factmonster.com/ipka/A0004391.html</p> <p>TIME Magazine: TIME 100 People of the Century http://www.time.com/time/time100/</p> <p>Population Reference Bureau http://www.prb.org</p> <p>Religious Affiliation of History's 100 Most Influential People http://www.adherents.com/adh_influ.html</p> <p>Video: Discovery Channel School – World Geography</p>

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<p>FRESHMAN YEAR: 2nd Marking Period</p>	<p>Foundations: c.8000 b.c.e.-600 c.e.</p> <ul style="list-style-type: none"> • Locating world history in the environment and time • Developing agriculture and technology • Basic features and comparisons of early civilizations in different environments • Classical civilization: China, India, and the Mediterranean • Basic features and locations of major belief systems • Late classical period • Major analyses and comparisons <ul style="list-style-type: none"> ○ Compare the major religious and philosophical systems including some underlying similarities in cementing a social hierarchy ○ Compare the role of women in different belief systems ○ Understand how and why the collapse of empire was more severe in western Europe than the rest of the world ○ Compare the caste system to other systems of social inequality, including slavery 	<p>All critical thinking skills All critical reading skills All critical communication skills Academic Standards for History 8.4.A-D</p>	<p>Portfolio assessments</p> <p>Oral presentations</p> <p>PowerPoint presentations</p> <p>Historical and political cartoon interpretations</p> <p>Researched-based project/report</p> <p>Visual interpretation and evaluation:</p> <p>Cartoons, graphs, charts, maps, posters, art</p> <p>Objective tests</p> <p>Subjective tests</p> <p>Change-over-time essay questions</p> <p>Comparative essay questions</p> <p>Document-based questions</p>	<p>ESSENTIAL LCD PROJECTORS</p> <p>Video: Religions of the World (Library)</p> <p>Comparative Religions Binder (Library)</p> <p>Video: Empire of Faith (department video)</p> <p>Global Insights textbook</p> <p>Western Civilizations textbook</p> <p>Islam by Ism’ail R. Al Faruqi</p> <p>Marxism website http://www.marxists.org</p> <p>Muhammad: Legacy of a Prophet PBS http://www.pbs.org/muhammad/</p> <p>Religious Affiliation of History’s 100 Most Influential People http://www.adherents.com/adh_influ.html</p> <p>The Greatest Minds and Ideas of All Time by Will Durant</p> <p>World History: Patterns in Civilization</p> <p>Barron’s How to prepare for the AP World History Advanced Placement Examination</p> <p>Comparative Politics: Domestic Challenges to Global Changes</p>

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	<ul style="list-style-type: none"> ○ Compare societies and cultures that include cities with pastoral and nomadic societies ○ Compare the development of traditions and institutions in major civilizations ○ Describe the interregional trading systems ○ Compare the political and social structures of two early civilizations 			<p>AP Comparative Government and Politics: A Study Guide</p>

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3 rd Marking Period	600 c.e. -1450 c.e. <ul style="list-style-type: none"> • Questions of periodization • The Islamic world • Interregional networks and contacts • China’s internal and external expansion • Developments in Europe • Political, economic, social, and cultural patterns in the Amerindian world • Demographic and environmental changes • Diverse interpretations <ul style="list-style-type: none"> ○ Cultural areas versus states as units of analysis ○ Nomadic migrations versus urban growth as sources of change ○ World economic network versus regional economic networks ○ Patterns in the constraints and opportunities for elite women • Major analyses and comparisons <ul style="list-style-type: none"> ○ Compare Japanese and European feudalism ○ Compare developments in political and social institutions in both eastern and western Europe 	All critical thinking skills All critical reading skills All critical communication skills Academic Standards for History 8.4.A-D	Portfolio assessments Oral presentations PowerPoint presentations Historical and political cartoon interpretations Researched-based project/report Visual interpretation and evaluation: Cartoons, graphs, charts, maps, posters, art Objective tests Subjective tests Change-over-time essay questions Comparative essay questions Document-based questions	ESSENTIAL LCD PROJECTORS LIFE: The Top 100 People of the Millenium: http://www.life.com/Life/millenium/people/01.html Popular Science’s 100 Greatest Inventions The Time Magazine 100 Most Important People of the Century: Scientists and Thinkers: http://www.time.com/time/time100/scientist/ Video: National Geographic - The Baka (Library) The 100 Greatest Inventions of All Time: A ranking past and present by Tom Philbin Create an Invention Trivia Game They All Laughed...From Light Bulbs to Lasers: The Fascinating Stories Behind the Great Inventions That Have Changed Our Lives by Ira Flatow

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	<ul style="list-style-type: none">○ Analyze the role and function of major cities in societies○ Compare Islam and Christianity○ Analyze gender systems and changes○ Compare Aztec and Inca Empire○ Compare European and sub-Saharan contacts with the Islamic world			

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4 th Marking Period	1450-1750 <ul style="list-style-type: none"> • Questions of periodization Changes in trade, technology and global interactions • Knowledge of major empires and other political units and social systems • Slave systems and slave trade • Demographic and environmental changes: diseases, animals, crops, and comparative population trends • Cultural and intellectual developments • Diverse interpretations <ul style="list-style-type: none"> ○ Debates about the timing and extent of European predominance in the world economy ○ Comparison of the world economic system of this period with the previous period • Major analyses and comparisons <ul style="list-style-type: none"> ○ Analyze imperial systems: European monarchy and land-based Asian empire ○ Compare coercive labor systems: slavery and other systems in the Americas ○ Understand the development of empire 	All critical thinking skills All critical reading skills All critical communication skills Academic Standards for History 8.4.A-D	Portfolio assessments Oral presentations PowerPoint presentations Historical and political cartoon interpretations Researched-based project/report Visual interpretation and evaluation: Cartoons, graphs, charts, maps, posters, art Objective tests Subjective tests Change-over-time essay questions Comparative essay questions Document-based questions	ESSENTIAL LCD PROJECTORS The Associated Press Photo Archive The Diary of Anne Frank All Quiet on the Western Front Video: The Power of One (Library) Video: Cry Freedom (Library) Video: Gandhi (Library) Video: Sometimes in April Conduct a debate on Arab-Israeli Conflict Video: Frontline episode - A Company of Soldiers Video: Frontline episode - Battle for the Holy Land Olaudah Equiano: The Interesting Narrative and Other Writings History of Brazil http://en.wikipedia.org/wiki/History_of_Brazil Movies from Brazil, Review of Brazilian Cinema http://www.brazilbrazil.com/movies.html

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	<ul style="list-style-type: none"> ○ Compare Russia's interaction with the West with the interaction of one of the following with West: Ottoman, Tokugawa, Mughal 			<p>PBS: Conquistadors http://www.pbs.org/conquistadors/</p> <p>PBS: Napoleon http://www.pbs.org/empires/napoleon/</p> <p>Video: AMANDLA! A Revolution in Four-Part Harmony</p> <p>African Slavery/Middle Passage http://www.juneteenth.com/middlep.htm</p>

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Sophomore Year 1 st Marking Period	Based on a portion of the AP World History curriculum covering the period 1750 c.e.-present and the Advanced Placement Comparative Government curriculum, Honors World History II 1750-1914 <ul style="list-style-type: none"> • Questions of periodization • Demographic and environmental changes • Changes in social and gender structure • Political revolutions and independence movements: new political ideas • Rise of Western dominance • Patterns of cultural and artistic interactions among different societies • Diverse Interpretations <ul style="list-style-type: none"> ○ Debates over modernization theory as a framework for interpreting events in this period and the next ○ Debates over causes and effects of serf and slave emancipation in this period as a part of a larger debate about systems of labor 	All critical thinking skills All critical reading skills All critical communication skills Academic Standards for History 8.4.A-D	Portfolio assessments Oral presentations PowerPoint presentations Historical and political cartoon interpretations Researched-based project/report Visual interpretation and evaluation: Cartoons, graphs, charts, maps, posters, art Objective tests Subjective tests Change-over-time essay questions Comparative essay questions Document-based questions	ESSENTIAL LCD PROJECTORS Video: Cromwell http://www.marxists.com http://www.chnm.gmu.edu/revolution (French Revolution) http://www.multied.com/revolt/index.html (American Revolution) The French Revolution and Human Rights: A Brief Documented History by Linda Hunt A Short History of the French Revolution by Jeremy D. Popkin The Old Regime and the French Revolution edited by Keith Michael Baker A People and a Nation by Norton, Katzman, Escott, Chudacoff, Paterson, and Tuttle Major Problems in American Colonial History edited by Karen Ordahl Kupperman Video: China Rising (Library)

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	<ul style="list-style-type: none"> ○ Debates over the nature of women’s roles in industrial areas and colonial societies • Major analyses and comparisons <ul style="list-style-type: none"> ○ Compare the causes and early phases of the Industrial Revolution in western Europe and Japan ○ Compare the Haitian and French Revolutions ○ Compare reaction to foreign domination in the Ottoman Empire, China, India, and Japan ○ Compare nationalism ○ Compare the roles and conditions of women in the upper/middle classes with peasantry/working class in western Europe 			

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2 nd Marking Period	1914-present <ul style="list-style-type: none"> • Questions of periodization • The World Wars, the Holocaust, the Cold War, nuclear weaponry, international organizations, and their impact on the global framework • New patterns of nationalism: fascism, decolonization, racism, genocide, post-Soviet union • Impact of major global economic development • New forces of revolutions and other sources political innovations • Social reform and social revolution • Globalization of science, technology and culture • Demographic and environmental changes • Diverse Interpretations <ul style="list-style-type: none"> ○ Cultural convergence and diversity debate to explain increased intercultural exchange ○ The advantages and disadvantages of using different units of analysis like the nation, the West, the developing world, and the world 	All critical thinking skills All critical reading skills All critical communication skills Academic Standards for History 8.4.A-D	Portfolio assessments Oral presentations PowerPoint presentations Historical and political cartoon interpretations Researched-based project/report Visual interpretation and evaluation: Cartoons, graphs, charts, maps, posters, art Objective tests Subjective tests Change-over-time essay questions Comparative essay questions Document-based questions	ESSENTIAL LCD PROJECTORS Video: Cromwell http://www.marxists.com http://www.chnm.gmu.edu/revolution (French Revolution) http://www.multied.com/revolt/index.html (American Revolution) The French Revolution and Human Rights: A Brief Documented History by Linda Hunt A Short History of the French Revolution by Jeremy D. Popkin The Old Regime and the French Revolution edited by Keith Michael Baker A People and a Nation by Norton, Katzman, Escott, Chudacoff, Paterson, and Tuttle Major Problems in American Colonial History edited by Karen Ordahl Kupperman Video: China Rising (Library)

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	<ul style="list-style-type: none"> • Major analyses and comparisons <ul style="list-style-type: none"> ○ Compare patterns and results of decolonization in Africa and India ○ Pick two revolutions and compare the effects on women ○ Compare the effects of the World Wars on areas outside of Europe ○ Compare legacies of colonialism and patterns of economic development in two of three areas (Africa, Asia, and Latin America) ○ Analyze the notion of the West and the East in the context of Cold War ideology ○ Compare nationalist ideologies and movements in contrasting European and colonial environments ○ Compare the different types of independence struggles ○ Compare the impacts of Western consumer society on two civilizations outside of Europe ○ Compare high-tech warfare with guerrilla warfare ○ Assess the different proposals for economic growth in the developing world and the social and political consequences 			

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3 rd Marking Period	Comparative Government – Introduction to Comparative Politics <ul style="list-style-type: none"> • Purpose and methods of comparison and classification • Concepts • Process and policy • Sovereignty, authority, and power <ul style="list-style-type: none"> ○ Political culture, communication and socialization ○ Nations and states ○ Supranational governance ○ Sources of power ○ Constitutions ○ Regime types ○ Types of economic systems ○ State building, legitimacy, and stability ○ Belief systems as sources of legitimacy ○ Governance and accountability • Political institutions <ul style="list-style-type: none"> ○ Levels of government ○ Executives ○ Legislatures ○ Parliamentary and presidential systems ○ Elections ○ Electoral Systems ○ Political parties ○ Party systems ○ Leadership and elite recruitment ○ Interest groups and systems 			ESSENTIAL LCD PROJECTORS Trip to the Philadelphia Art Museum Socash’s artwork slideshows The New Grove Dictionary of Music and Musicians Online The Grove Dictionary of Art Online African Art Museums Online: http://www.zyama.com http://nmafa.si.edu/exhibits/baule/intro.htm

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	<ul style="list-style-type: none"> ○ Interest groups and systems ○ Bureaucracies ○ Military and coercive institutions ○ Judiciary • Citizens, society, and the state <ul style="list-style-type: none"> ○ Cleavages and politics ○ Civil society ○ Media roles ○ Political participation ○ Social movements ○ Citizenship and social representation • Political and economic change <ul style="list-style-type: none"> ○ Revolution, coups, war ○ Trends and types of political change ○ Trends and types of economic change ○ Relationship between political and economic change ○ Globalization and fragmentation • Public policy <ul style="list-style-type: none"> ○ Common policy issues ○ Factors influencing public policymaking and implementation <p>Great Britain</p> <ul style="list-style-type: none"> • Sovereignty, Authority, and Power • Political Institutions • Citizens, Society and the State • Political and economic change • Public policy 	<p>All critical thinking skills</p> <p>All critical reading skills</p> <p>All critical communication skills</p> <p>Academic Standards for History 8.4.A-D</p>	<p>Portfolio assessments</p> <p>Oral presentations</p> <p>PowerPoint presentations</p> <p>Historical and political cartoon interpretations</p> <p>Researched-based project/report</p> <p>Visual interpretation and evaluation:</p> <p>Cartoons, graphs, charts, maps, posters, art</p> <p>Objective tests</p> <p>Subjective tests</p> <p>Free-response essay questions</p> <p>Comparative essay questions</p> <p>Document-based questions</p>	

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	Russia <ul style="list-style-type: none">• Sovereignty, Authority, and Power• Political Institutions• Citizens, Society and the State• Political and economic change• Public policy			

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4 th Marking Period	<p>China</p> <ul style="list-style-type: none"> • Sovereignty, authority, and power • Political institutions • Citizens, society and the state • Political and economic change • Public Policy <p>Iran</p> <ul style="list-style-type: none"> • Sovereignty, authority, and power • Political Institutions • Citizens, Society and the state • Political and economic change • Public Policy <p>Mexico</p> <ul style="list-style-type: none"> • Sovereignty, authority, and power • Political Institutions • Citizens, Society and the state • Political and economic change • Public Policy <p>Nigeria</p> <ul style="list-style-type: none"> • Sovereignty, authority, and power • Political Institutions • Citizens, Society and the state • Political and economic change • Public Policy <p>Compare and contrast the governments of Great Britain, Russia, China, Iran, Mexico, and Nigeria</p> <ul style="list-style-type: none"> • Sovereignty, authority, and power • Political Institutions • Citizens, Society and the state • Political and economic change • Public Policy 	<p>All critical thinking skills</p> <p>All critical reading skills</p> <p>All critical communication skills</p> <p>Academic Standards for History 8.4.A-D</p>	<p>Portfolio assessments</p> <p>Oral presentations</p> <p>PowerPoint presentations</p> <p>Historical and political cartoon interpretations</p> <p>Researched-based project/report</p> <p>Visual interpretation and evaluation:</p> <p>Cartoons, graphs, charts, maps, posters, art</p> <p>Objective tests</p> <p>Subjective tests</p> <p>Free-response essay questions</p> <p>Comparative essay questions</p> <p>Document-based questions</p>	<p>ESSENTIAL LCD PROJECTORS</p> <p>Video: Global Human Rights Watch (set) (Library)</p> <p>Associated Press Photo Archive</p> <p>Amnesty International Online: http://www.amnestyusa.org/magazine/index.html</p> <p>New York Times Online: http://www.nytimes.com/</p> <p>UN CyberSchoolBus http://cyberschoolbus.un.org/index.asp</p> <p>BULLFROG FILMS: City Life</p> <p>McGraw-Hill's Atlas of World Events: The Key Political, Economic, Demographic, and Environmental Issues That Are Shaping the World Today</p> <p>Video: Child Labor in Brazil (from Social Studies School Service)</p> <p>Video: Daughters of Afghanistan (from Social Studies School Service)</p> <p>Video: Dreams of Tibet (Library)</p> <p>Video: Global Issues (Library)</p>