

SUBJECT AREA – SOCIAL SCIENCE

COURSE TITLE: WORLD HISTORY/GEOGRAPHY

CBEDS ASSIGNMENT
CODE: 2711

COURSE CODE: H0140p

GRADE LEVEL: 9

COURSE LENGTH: One Year

PREREQUISITE: None

CREDIT: 10 Units

UC/CSU CREDIT: Meets UC/CSU History requirement, “a”

GRADUATION
REQUIREMENT: Fulfills 10 units of 30 units of Social Science requirement for graduation

STANDARDS AND
BENCHMARKS: World History Content Standards & Benchmarks, 1.WHCS.1 through 10.WHCS.3 and 11.WCHS
Historical and Social Sciences Analysis Skills:

- Chronological and Spatial Thinking 1 – 4
- Historical Research, Evidence, and Point of View 1 – 4
- Historical Interpretation 1 – 6

Technology Standards & Benchmarks

SUBJECT AREA – SOCIAL SCIENCE**COURSE
DESCRIPTION:**

World History and Geography is a study of the development of the modern world from 1750 to the present. After a review of the foundations of Western political thought, the course focuses on the rise of democratic ideas with an emphasis on the following: the Industrial Revolution, Imperialism, Nationalism, Totalitarianism, World War I and II, and the post-World War II era. The course also includes a focus on historical interactions of regions and the current world issues through an integrated study of China, Japan, India, the Middle East, Africa and Latin America. Students will analyze nation-building in TWO of the following regions of the world: China, the Middle East, Africa and Mexico and the rest of Latin America. Social studies research, analysis and writing skills are also emphasized.

An example of course pacing would be to spend approximately three to four weeks per standard with the goal of completing Standards 10.1 through 10.9 prior to STAR testing and to complete the Area Studies standards (10.10 through 10.11) after standardized testing is complete.

COURSE GOALS:

Upon completion of the course, the student will:

1. Understand the development of Western civilization and the growing interdependence between people and cultures throughout the world.
2. Understand the political, economic, social and intellectual interactions of societies around the world.
3. Understand the relationships and historical interactions between regions of the world and current world issues.

**TEXTBOOK
MATERIALS:**

World History, Patterns of Interaction; McDougal Littell; 2006

**TEACHER
RESOURCES:**

History - Social Sciences Framework for California Schools; Updated Edition with Content Standards, 2001

The Earth and its Peoples, A Global History; Bulliet, et. Al; Houghton Mifflin, 2001

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment
<u>CONTENT STANDARDS</u>				
Reporting Cluster 1: Development of Modern Political Thought				
10.1 STUDENT RELATES THE MORAL AND ETHICAL PRINCIPLES IN ANCIENT GREEK AND ROMAN PHILOSOPHY, IN JUDAISM, AND IN CHRISTIANITY TO THE DEVELOPMENT OF WESTERN POLITICAL THOUGHT.	N/A	10.1	X	
10.1.1 Analyzes the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.				
10.1.2 Traces the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.				
10.1.3 Considers the influence of the U.S. Constitution on political systems in the contemporary world.				
10.2 STUDENT COMPARES AND CONTRASTS THE GLORIOUS REVOLUTION OF ENGLAND, AND THE AMERICAN REVOLUTION, AND THE FRENCH REVOLUTION AND THEIR ENDURING EFFECTS WORLDWIDE ON THE POLITICAL EXPECTATIONS FOR SELF-GOVERNMENT AND INDIVIDUAL LIBERTY.	N/A	10.2	X	

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<p>10.2.1 Compares the major ideas of enlightenment philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America.</p> <p>Locke Montesquieu Rousseau Voltaire Hobbes Jefferson Bolivar Madison</p>				
<p>10.2.2 Knows the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p>				
<p>10.2.3 Understands the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</p>				
<p>10.2.4 Explains how the causes of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.</p>				
<p>10.2.5 Discusses how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.</p>				

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Reporting Cluster 2: Industrial Expansion and Imperialism				
10.3 THE STUDENT ANALYZES THE EFFECTS OF THE INDUSTRIAL REVOLUTION IN ENGLAND, FRANCE, GERMANY, JAPAN, AND THE UNITED STATES.	N/A	10.3	X	
10.3.1 Analyzes why England was the first country to industrialize.				
10.3.2 Examines how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change, i.e. the inventions and discoveries of Watt Whitney Edison Pasteur Bessemer				
10.3.3 Describes the growth of population, rural to urban migration, growth of cities associated with the Industrial Revolution.				
10.3.4 Traces the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.				
10.3.5 Understands the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.				

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<p>10.3.6 Analyzes the emergence of capitalism as a dominant economic pattern and the responses to it, including alternate economic systems: Government regulations Socialism Communism Utopianism Social Democracy</p> <p>10.3.7 Describes the emergence of Romanticism in art and literature (i.e. the poetry of William Blake and William Wordsworth), social criticism (i.e. the novels of Charles Dickens), and the move away from Classicism in Europe.</p>				
<p>10.4 STUDENT ANALYZES PATTERNS OF GLOBAL CHANGE IN THE ERA OF NEW IMPERIALISM IN AT LEAST TWO OF THE FOLLOWING REGIONS OR COUNTRIES: AFRICA, SOUTHEAST ASIA, CHINA, INDIA, LATIN AMERICA AND THE PHILIPPINES.</p> <p>10.4.1 Describes the rise of industrial economies and their link to imperialism and colonialism (e.g. the role played by national security and strategic advantage; moral issues raised by search for national hegemony, Social Darwinism, and the missionary impulse; material issues, such as land, resources, and technology).</p> <p>10.4.2 Discusses the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</p>	N/A	10.4	X	

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10.4.3 Explains imperialism from the perspective of the colonizers and the varied immediate and long-term responses by the people under colonial rule.				
10.4.4 Describes the independent struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.				
Reporting Cluster 3: Causes and Effects of the First World War				
10.5 THE STUDENT ANALYZES THE CAUSES AND THE COURSE OF THE FIRST WORLD WAR.	N/A	10.5	X	
10.5.1 Analyzes the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, (e.g., Imperialism) ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”				
10.5.2 Examines the principle theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g. topography, water ways, distance, and climate).				
10.5.3 Explains how the Russian Revolution and the entry of the United States affected the course and outcome of the war.				

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10.5.4 Understands the nature of the war in its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.				
10.5.5 Discusses human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.				
10.6 STUDENT ANALYZES THE EFFECTS OF THE FIRST WORLD WAR.	N/A	10.6	X	
10.6.1 Analyzes the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.				
10.6.2 Describes the effects of the war and resulting peace treaties, on the international economy, and shifts in the geographic and political borders of Europe and the Middle East.				
10.6.3 Understands the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.				
10.6.4 Discusses the influence of World War I on literature, art, and intellectual life in the West (i.e. Pablo Picasso, "the lost generation" of Gertrude Stein, Ernest Hemingway).				

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Reporting Cluster 4: Causes and Effects of the Second World War				
10.7 STUDENT ANALYZES THE RISE OF TOTALITARIAN GOVERNMENT AFTER WORLD WAR I.	N/A	10.7	X	
10.7.1 Understands the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (i.e. the Gulag).				
10.7.2 Traces Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (i.e. Terror Famine in the Ukraine).				
10.7.3 Analyzes the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.				

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Reporting Cluster 5: International developments in the Post World War II Era				
10.8 STUDENT ANALYZES THE INTERNATIONAL DEVELOPMENTS IN THE POST WORLD WAR WORLD.	N/A	10.9	X	
10.9.1 Compares the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recovery of Germany and Japan.				
10.9.2 Analyzes the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.				
10.9.3 Understands the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas, such as Southeast Asia (i.e. the Korean War, the Vietnam War), Cuba and Africa.				
10.9.4 Analyzes the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (i.e. the Great Leap Forward, the Cultural Revolution and the Tianamen Square Uprising).				

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10.9.5 Acknowledges the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.				
10.9.6 Understands how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.				
10.9.7 Analyzes the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.				
10.9.8 Discusses the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.				
10.9 STUDENT ANALYZES INSTANCES OF NATION-BUILDING IN THE CONTEMPORARY WORLD IN TWO OF THE FOLLOWING REGIONS OR COUNTRIES: THE MIDDLE EAST, AFRICA, MEXICO, AND OTHER PARTS OF LATIN AMERICA.	N/A	10.10	X	
10.10.1 Understands the challenges in the regions, including the geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.				

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<p>10.10.2 Describes the recent history of the regions, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p> <p>10.10.3 Discusses the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy.</p> <p>10.10 STUDENT ANALYZES THE INTEGRATION OF COUNTRIES INTO THE WORLD ECONOMY AND THE INFORMATION, TECHNOLOGICAL, AND COMMUNICATIONS REVOLUTIONS (I.E., TELEVISION, SATELLITES, AND COMPUTERS).</p> <p><u>The following information is a valuable tool for teachers to develop their regional studies units:</u></p> <p><i>Students understand the political, economic and social responses to unresolved problems of the contemporary Western World and analyze possible solutions. (Transition to Non-Western regions.)</i></p> <p>Student relates the development of the modern Middle East to the modern West.</p> <p><i>Student relates the development of Islamic political and moral thought to principal sources: 1) the moral and ethical principles of desert, nomadic tribal traditions, 2) Greek and Roman philosophy, 3) Judaic and Christian teachers, 4) the seventh century birth of Islam as</i></p>	N/A	10.11	X	

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<p><i>inspired by the revolution in Red Sea trade, and 5) the diversity of mid-eastern cultures.</i></p> <ul style="list-style-type: none"> ▪ <i>Analyzes the hierarchical and paternalistic tendencies of nomadic herding and trading cultures, especially as each effects traditions of social and political authority and the place of women.</i> ▪ <i>Reviews the similarities and differences in Judeo-Christian and Greco-Roman views of human nature, law, reason and faith, and the duties of the individual.</i> ▪ <i>Analyzes the economic and political causes and consequences for the birth of Islam during the seventh century in the Arabian Peninsula and along Red Sea trade routes.</i> ▪ <i>Knows the five basic obligations of Muslims and the concept of umma; compares and contrasts the appeal of the simplicity of converting to Islam to the similar appeal for Christianity.</i> ▪ <i>Analyzes the causes and consequences of the varied developments of the Shari'a—the law of Islam—from separate scholarly interpretations of the Qur'an and the Hadith</i> ▪ <i>Compares and contrasts the role and status of women and slaves in early Islamic culture (7th to 9th centuries) compared to the west at the time.</i> 				

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<p><i>Student analyzes the political, social, and technological responses of the Arab-Islamic civilization (as established in the 7th and 8th centuries) to foreign challenges prior to WWI, to include: 1) the Abbasid Caliphate, 2) Turkish domination—Seljuk and Ottoman, 3) Western crusades, 4) the invasion of the Mongols and 5) late 19th century Western imperialism.</i></p> <ul style="list-style-type: none"> ▪ <i>Analyzes why the Middle-East, especially the Fertile Crescent, has been exceptionally prone to invasion and violence since the agricultural revolution.</i> ▪ <i>Describes the progressive domination of the geographic heartland of the Middle-East from 632 C.E. to WWI first by Arabs, then Syrians, Persians, Seljuk Turks, Mongols, Ottoman Turks and finally Europeans.</i> ▪ <i>Analyzes reasons for the initial success of the Christian Crusades and eventual failures.</i> ▪ <i>Describes and analyzes reasons for the intellectual achievements of the mid-eastern Islamic world during its Golden Age from the 8th through 14th centuries to include, at a minimum: mathematics, medicine, and chemistry as well as the transmission to Europe of classical learning.</i> ▪ <i>Analyzes causes for the gradual decline of Islamic military power and intellectual innovation under Ottoman dominance.</i> ▪ <i>Traces the Egyptian attempts to copy modern western agriculture and industrialization from Muhammad Ali (1801)</i> 				

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<p><i>to French and British domination by 1882.</i></p> <ul style="list-style-type: none"> ▪ <i>Describes the political structure of the Middle-East as 19th century European imperialism began.</i> <p><i>Student analyzes the effects of the era of European World Wars, the Depression, and the Cold War on the political, economic, and social characteristics of the Middle East.</i></p> <ul style="list-style-type: none"> ▪ <i>Compares and contrasts the attempts at modernization – politically, economically, and socially—in Turkey, Iran, and Afghanistan after WWI up to the late 1970s.</i> ▪ <i>Describes the British and French mandate system in the Middle-East as established by the Sykes-Picot treaties during WWI; analyzes causes for the Balfour Declaration in 1916.</i> ▪ <i>Compares and contrasts the post WWII conflict between Pan-Arabs an Arab nationalists in the Middle-East –politically, economically and socially.</i> ▪ <i>Traces the creation of Israel in 1948 through the recognition of Israel by Egypt in 1982.</i> <p><i>Student identifies unresolved problems in the contemporary Middle-East and analyzes possible solutions.</i></p> <ul style="list-style-type: none"> ▪ <i>Recognizes that the Islamic World is larger and more diverse than the Middle-East.</i> ▪ <i>Analyzes why Islam is the fastest growing religion in the modern world.</i> ▪ <i>Identifies the causes, at minimum, of the following unresolved problems in the Middle-</i> 				

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<p><i>East: 1) overpopulation and poverty; 2) the conflict between secularism and fundamentalism (both Islamic and Judaic) including the role of women: 3) ethnic/cultural conflicts (Israeli/Palestinian, Sunni/Shiite, Kurt/Turk-Iraqi-Irani, Arab/Arab), 4) the over dependence on a petroleum economy</i></p> <ul style="list-style-type: none"> ▪ <i>Analyzes solutions to unresolved problems in the context of unilateral solutions versus multi-lateral solutions (Middle-East only strategies versus more global strategies.)</i> <p><i>Student relates the development of Modern India to the modern West.</i></p> <p><i>Student relates the development of Indian moral, political, and social thought (prior to the arrival of Islam) to its principle sources: 1) pre-Aryan, Dravidian animism, 2) Vedic warrior myths, 3) Buddhist and Jainist reformers and 4) Hinduism.</i></p> <ul style="list-style-type: none"> ▪ <i>Compares and contrasts the source of the Indian worldview of the sacredness of all existence to the source of the Judeo-Christian-Islamic worldview of a clash between good and evil.</i> ▪ <i>Relates Indian traditions of pacifism and non-violence to the belief in the sacredness of all existence; contrasts these traditions to the moral, social, and political consequences for the West and Middle-East</i> 				

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<p><i>of the concept of a universe divided by a struggle of good against evil.</i></p> <ul style="list-style-type: none"> ▪ <i>Connects the development of the caste system with the arrival of the Aryans pastoralists from 1500 B.C.E.—onward; identifies the chief castes (varnas) in Indian society.</i> ▪ <i>Identifies the causes of Buddhist and Jainist reform movements beginning in the sixth century B.C.E.; analyzes core Buddhist and Jainist moral and social beliefs.</i> ▪ <i>Describes the goals and work of the emperor Ashoka in the third century B.C.E.</i> ▪ <i>Describes the nature of Hinduism by the second century B.C.E.—both its diversity of gods and beliefs as well as its core principles.</i> <p><i>Student analyzes the political, social and technological responses of Indian civilization to foreign challenges from the era of the Gupta Empire to WWI, to include: 1) the Huns 2) Arab Muslims 3) Turkish Muslims 4) Mongol Muslims and finally 5) Europeans.</i></p> <ul style="list-style-type: none"> ▪ <i>Identifies the intellectual and technological achievements of India by the era of the Gupta Empire.</i> ▪ <i>Analyzes causes of the decline of the status of Indian women during the Gupta era and compares these causes and the timing to similar declines in the West and Middle East.</i> ▪ <i>Identifies both the common and the</i> 				

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<p><i>distinctive causes of successive Muslims invasions into India – Arab, Turkish, and Mongol—from the sixth century to sixteenth century C.E. Analyzes why India was invaded so regularly without itself ever expanding outwardly militarily.</i></p> <ul style="list-style-type: none"> ▪ <i>Identifies the consequences—positive and negative—of successive waves of Muslims invasion.</i> ▪ <i>Compares and contrasts the timing, motivations, and depth of European imperialism into India with European imperialism into Africa.</i> ▪ <i>Compares and contrasts the political structure of both India and Africa as European imperialism began.</i> ▪ <i>Traces the growth of the Indian National Congress and all-India Muslim League prior to WWI.</i> <p><i>Student analyzes the effects of the era of European World Wars, the depression, and the Cold War on the political, economic, and social characteristics of India.</i></p> <ul style="list-style-type: none"> ▪ <i>Compares and contrasts the goals—political, social, and economic—of Gandhi, Nehru, and Jinnah for Indian Independence.</i> ▪ <i>Analyzes the British motivation for partition and the successes and failures of partition—political, social, and economic since 1947.</i> ▪ <i>Compares and contrasts the successes and failures of Indian and Palestinian partition</i> 				

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<p><i>after WWII—politically, economically, and socially.</i></p> <ul style="list-style-type: none"> ▪ <i>Compares and contrasts the successes and failures of Indian and African partition after WWII-politically, economically, and socially.</i> <p><i>Student identifies unresolved problems in contemporary India, Pakistan, and Bangladesh and analyzes possible solutions.</i></p> <ul style="list-style-type: none"> ▪ <i>Identifies the causes of, at a minimum, the following unresolved problems in India, Pakistan, and Bangladesh:</i> <i>1)overpopulation and poverty; 2) the conflict between secularism and fundamentalism (both Islamic and Hindu; Sikh & nationalist) including the effect on women; 3) the problems of democracy in semi-literate, pluralistic societies 4) environmental degradation; and 5) the threat of nuclear war.</i> ▪ <i>Analyzes solutions to unresolved problems from the perspective of the effectiveness of unilateral solutions versus multi-lateral solutions (sub-continent only strategies versus more global strategies.)</i> <p><i>Student relates the development of Modern China and Japan to each other and to the Modern West.</i></p> <p><i>Student relates the development of Chinese and Japanese moral, political, and social thought to their principle sources: 1) the influence of irrigation agriculture in</i></p>				

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<p><i>flooding river plains; 2) the influence of geographic isolation 3) Confucianism; 4) Taoism (China) and Shintoism (Japan); and 5) Buddhism.</i></p> <ul style="list-style-type: none"> ▪ <i>Contrasts the Chinese ideal of achieving moral harmony between apparent opposites (the desired balance of yin and yang) with the Indian concept of the oneness of all existence (no opposites) and the western concept of the duel between good and evil (antagonistic opposites). Considers the sources of these different views of existence.</i> ▪ <i>Analyzes the effect of geographic isolation on the development of moral and social systems.</i> ▪ <i>Analyzes the historical context which produced Confucian social and political philosophy emphasizing harmony among men. Understands the core of Confucian thinking: 1) the family as the basic unit of society 2) the duties and obligation incorporated into the five basic human relationships, and 3) the concept of li -the primacy of moderation and proper conduct.</i> ▪ <i>Contrasts the Confucian ideal (Chinese) of the scholar-gentleman with the Japanese ideal of the Bushido or The Way of the Warrior. Considers causes for the contrast.</i> ▪ <i>Analyzes how Confucianism led to 1) the concept of the Mandate of Heaven and the Chinese Dynastic Cycle and 2) the Chinese civil service.</i> 				

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<ul style="list-style-type: none"> ▪ <i>Understands the concept of Taoism, emphasizing a harmonious balance 1) between man and nature and 2) between apparent opposites. Considers the effect of Taoist traditions on the development of Chinese science and technology.</i> ▪ <i>Compares and contrasts the Chinese Taoism with Japanese Shintoism.</i> ▪ <i>Analyzes why Buddhism gained many followers in China during the Age of Disunity (220-589 C.E.). Compares and contrasts the reasons for Buddhism's success during this period to the reasons for Christianity's success during a similar period of disunity in the west and of Islam's success in the seventh and eighth centuries in the Middle-East.</i> ▪ <i>Compares and contrasts the successes of the China and Japan on creating social uniformity.</i> ▪ <i>Analyzes why the Chinese period of disunity ended so much earlier (589 C.E.) than the similar period of disunity in Europe after the fall of the Roman Empire and Japanese disunity (which lasted until the Tokugawa Shogunate in 1600 C.E.).</i> <p><i>Student compares and contrasts the political, social, and technological responses of China and Japan to outside challenges from the period of the Mongol invasions (13th century) to WWI.</i></p> <ul style="list-style-type: none"> ▪ <i>Identifies the technological and cultural</i> 				

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<p><i>achievements of China by the end of the Sung dynasty and Japan by the end of Heian Period.</i></p> <ul style="list-style-type: none"> ▪ <i>Compares and contrasts the successes and failures of Mongol invasions into China and Japan in the 13th century.</i> ▪ <i>Compares and contrasts the response of China and Japan to the arrival of Jesuit missionaries from Europe in the 16th century.</i> ▪ <i>Compares and contrasts the Chinese and Japanese relationship with the outside world, especially the west, from the 17th century through 19th centuries.</i> ▪ <i>Analyzes reasons for China's failure and Japan's success (during the Meiji Restoration) in combating 19th century western imperialism.</i> <p><i>Student analyzes the effects of the era of the European World Wars, the depression, and the Cold War on the political, economic, and social characteristics of China and Japan.</i></p> <ul style="list-style-type: none"> ▪ <i>Analyzes reasons for Chinese disunity from the overthrow of the Manchu Dynasty until the Communist victory in 1949.</i> ▪ <i>Traces Japanese international political frustrations after WWI and analyzes reasons for the rise of a military dictatorship during the 1930s.</i> ▪ <i>Describes Japanese imperialism in China and southeast Asia from 1931 through</i> 				

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment
<p><i>WWII.</i></p> <ul style="list-style-type: none"> <i>Analyzes the political, economic and social transformation of Japan from its defeat in WWII to the world's second largest economy by 1975.</i> <i>Analyzes the reasons for the Chinese Communist victory in 1949 and reasons for continued political control in China today.</i> <i>Describes the political, economic and social effects of the transformation of Chinese Communism from rigidly anti-capitalist under Mao to semi-capitalist under Deng Xiaoping.</i> <p><i>Student identifies unresolved problems in contemporary China and Japan and analyzes possible solutions.</i></p> <ul style="list-style-type: none"> <i>Identifies causes of, at a minimum, the following unresolved problems—<u>China</u>: 1) overpopulation and poverty, 2) environmental degradation; 3) the tension between the struggle for human rights and necessity of social stability in an overpopulated nation; -- <u>Japan</u>. 1) an aging population versus the need for economic dynamisms and 2) the difficult transition from a Confucian society to a functioning multi-party democracy –<u>Both</u>: economic competition in a global economy.</i> <i>Analyzes solutions to unresolved problems in the context of the effectiveness of unilateral solutions versus multi-lateral solutions (China/Japan only strategies versus more global strategies.)</i> 				

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment
<p><i>Student relates the development of Modern Latin America to the Modern West.</i></p> <p><i>Student relates the development of Latin American moral, political, and social through (prior to the modern era: 1880s onward) to principle sources: 1) pre-Columbian Empires: Mayan, Incan, Aztec, 2) inquisition Christianity and the encomienda, 3) the African slave trade, and 4) Creole-led independence movements.</i></p> <ul style="list-style-type: none"> ▪ <i>Traces the time line, location, political and social structure of Mayan, Toltec, Aztec, and Incan civilizations. Analyzes causes for the geographic location of each and reasons each civilization declined.</i> ▪ <i>Analyzes the characteristics an causes of key pre-Columbian cultural traits to include: the Mayan obsession with time and the Popul Vuh myth, the meso-American tradition of human sacrifice, and the Incan organization of trade.</i> ▪ <i>Compares and contrasts European attempts to convert and feudalize Amerindians versus Amerindian efforts to retain pre-Columbian traditions and wealth. Traces the efforts of Bartolome de Las Casas to defend Amerindian dignity and land.</i> ▪ <i>Traces the rise of black slavery in Latin America</i> ▪ <i>Describes the typical social pyramid in Latin America by 1700 including the place of peninsulars, creoles, mestizos, mulattos,</i> 				

**Italicized standards receive minimal emphasis*

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<p><i>blacks, and Amerindians.</i></p> <ul style="list-style-type: none"> ▪ <i>Locates areas in Latin America, by 1700, with large surviving Amerindian populations and/or large black populations. Locates European immigrant patterns in Latin America through WWII.</i> ▪ <i>Describes the encomienda system and its use both in mining and plantation agriculture.</i> ▪ <i>Analyzes why both Amerindians and African slaves were less able to defend themselves against European domination than indigenous cultures in the Middle East, India, China, Japan or Africa itself.</i> ▪ <i>Describes the causes and effects of Latin America's macho cultural traditions regarding the place and role of women.</i> ▪ <i>Traces the Latin American independence movements; compares and contrasts the leadership, goals, and results of these Latin independence movements to the liberal revolutions in Europe and the US during the same era.</i> <p><i>Student analyzes the political, social, and technological responses of selected Latin American areas to 1) European and American challenges, as well as to 2) indigenous revolts from the independence movements up to WWI.</i></p> <ul style="list-style-type: none"> ▪ <i>Analyzes causes and consequences of the failure of Latin American efforts to create multi-state federations i.e., the dissolution of Mexican</i> 				

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<p><i>control over all of Central America and the failure of Argentina, Uruguay, Paraguay and Bolivia to remain an administrative unit after independence.</i></p> <ul style="list-style-type: none"> ▪ <i>Compares and contrasts Mexico's success in ousting the French in the 1860s while losing all of northern Mexico the US in the 1830s and 1840s.</i> ▪ <i>Compares and contrasts the efforts of North American plains tribes to remain independent in the mid-19th century to similar efforts of Amerindians in Latin America such as the Argentine pampas groups and Yucatan Mayan communities.</i> ▪ <i>Compares and contrasts the end of slavery in the US to selected areas of Latin America such as Brazil and the Caribbean Islands.</i> ▪ <i>Describes the Characteristics and motives of free-trade imperialism in Latin America at the end of the 19th century and beginning of the 20th; analyzes example of the free-trade imperialism such as railroad construction in Latin America, the Spanish-American war, and the construction of the Panama Canal.</i> ▪ <i>Traces the course of the Mexican Revolution (1911-1920) and US attempts to manipulate it.</i> <p><i>Student analyzes the effects of the era of the European World Wars, the Depression, and the Cold War on political economic and social characteristics of Latin America.</i></p> <ul style="list-style-type: none"> ▪ <i>Compares and contrasts the economic, political,</i> 				

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment
<p><i>social changes in Mexico, Brazil, and Argentina caused by 1) the depression and 3) other early, 20th century global economic pressures.</i></p> <ul style="list-style-type: none"> ▪ <i>Examines the effects of the Cold War on selective countries to include at a minimum: Guatemala, Cuba, Brazil and Chile.</i> ▪ <i>Analyzes the causes and effects of Latin America's 20th century boom in population.</i> ▪ <i>Analyzes the causes of the NAFTA agreement; compares and contrasts the positive and negative effects of NAFTA on US, Canadian, and Mexican citizens.</i> <p><i>Student identifies unresolved problems in contemporary Latin America and analyzes possible solutions.</i></p> <ul style="list-style-type: none"> ▪ <i>Identifies causes of the following unresolved problems in Latin America: 1) the cycles of debt, inflation, default, and still greater debt, 2) the environmental and social tensions caused by massive urbanization, 3) the difficulties of building responsible democracies against the backdrop of a globalized economy, and 4) the continued abuse of the human rights of Amerindians.</i> ▪ <i>Analyzes solutions to unresolved problems in the context of the effectiveness of unilateral strategies versus multilateral solutions.</i> 				

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment
<u>SKILL OUTCOMES</u>				
Chronological and Spatial Thinking				
1. Student compares the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. 2. Student analyzes how change happens at different rates at different times; understands that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. 3. Student uses a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. 4. Student relates current events to the physical and human characteristics of places and regions.				
Historical Research, Evidence, and Point of View				
1. Student distinguishes valid arguments from fallacious arguments in historical interpretations. 2. Student identifies bias and prejudice in historical interpretations. 3. Student evaluates major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading over-simplifications. 4. Student constructs and tests hypotheses; collects, evaluates, and employs information from multiple primary and				

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secondary sources; and applies it in oral and written presentations.				
Historical Interpretation <ol style="list-style-type: none"> 1. Student shows the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. 2. Student recognizes the complexity of historical causes and effects, including the limitations on determining cause and effect. 3. Student interprets past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. 4. Student understands the meaning, implication, and impact of historical events, and recognizes that events could have taken other directions. 5. Student analyzes human modifications of landscapes and examines the resulting environmental policy issues. 6. Student conducts cost-benefit analyses and applies basic economic indicators to analyze the aggregate economic behavior of the U.S. economy. 				
TECHNOLOGY STANDARDS	N/A		N/A	
1.0 Student understands and uses basic computer operations.		1.0		
1.1 Understands and performs common operations (e.g. saving, printing, file navigation and management).		1.2		
1.2 Understands and uses networked technology systems.		1.5		
2.0 The student understands ethical and societal issues relating to responsible use of technology.		2.0		

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2.1	Understands how technology affects cultures (e.g. mass media) and society (e.g. equity of access).		2.3		
3.0	The student uses technology to enhance learning, increase productivity, and promote creativity and problem solving.		3.0		
3.1	Uses a database to interpret and analyze information.		3.3		
4.0	The student uses technology as a learning tool to conduct research, and to evaluate and process information.		5.0		
4.1	Understands different purposes for, and results from, various electronic search tools (e.g., search engines, online data bases, CD-ROM encyclopedias).		5.1		
4.2	Understands and uses critical thinking strategies to select and evaluate the credibility of sources for information and analyze their content.		5.2		

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TEACHING STRATEGIES AND PROCEDURES

- Direct Instruction/Lecture
- Simulations
- Small Group Analyses and Reporting
 - Jigsaw
- Technology/Electronic research
- Videos
- Literature
- Journals/Notebooks
- Student participation
- Reading organizers
- Integration/Connections with other disciplines

GRADING GUIDELINES

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.