

2012-2013 LEARNING GOALS
World History

FALL SEMESTER

10.1 Foundations of Civilization 8000BC-500BC (Societies)

This unit is about how early societies formed when groups of people settled in the River Valley areas. Students examine the Neolithic Revolution, the characteristics of the civilizations and the geography of the River Valley civilizations. Conceptually students will focus on how working in groups affects our lives, as working in groups affected the lives of early peoples also.

Neolithic Revolution

Learning Goal 1: Identify the causes and effects of the Neolithic Revolution and the development of the River Valley Civilizations and Identify the characteristics of civilizations. (TEKS/SE's 1A, 2A,B,C, 17A,B)

River Valley Civilizations

Learning Goal 2: Analyze how geography affected the development of the River Valley Civilizations and describe the political and technological advances made in the River Valley Civilizations. (TEKS/SE's 15B,16A,B, 19A,27A)

Comparing Hammurabi's Code of Laws and the 10 Commandments

Learning Goal 3: Identify the impact of Hammurabi's Code of Laws and the Ten Commandments. (TEKS/SE's 20B)

10.2 Classical Civilizations 500BC-500AD (Belief Systems)

This unit is about the development of the classical empires of Persia, Israel, China, India, Greece and Rome and the development of major belief systems that originated in these empires. Conceptually students will focus on how societies work to have everyone following the rules of that society, as the belief systems originating during the classical period served as a way to bring order to societies.

Early Empires- Persia and Israel

Learning Goal 1: Describe the major political, religious/philosophical and cultural influences of Persia and Israel including the origins and central ideas of Judaism. (TEKS/SE's 3A, 19B, 23A,1B)

Classical India and China

Learning Goal 2: Describe the major political, religious/philosophical and cultural influences of classical India and China including the origins and central ideas of Hinduism, Buddhism, and Confucianism. (TEKS/SE's 3A, 19B, 23A, 25A,1B)

Mediterranean Empires

Learning Goal 3: Describe the major political, religious/philosophical and cultural influences of classical Greece and Rome including the origins and central ideas of Christianity and the legal traditions. (TEKS/SE's 3A, 19B, 21B,22B,23A, 25B, 1B)

Technological Advances in the Classical Era

Learning Goal 4: Identify the major mathematical, scientific and technological advances made during the classical period. (TEKS/SE's 27A,E, 1B)

The Fall of Rome and Han China

Learning Goal 5: Compare the fall of the Roman and Han Empire. (TEKS/SE's 3B,C, 1B)

<p>10.3 Post Classical Era 600-1450- <i>The Islamic World (Culture)</i> This unit is about the rise of Islam as a unifying force for the Arabs and about how the Arabs created a large empire. Conceptually students will focus on how a culture is defined as advanced, specifically examining the advances made in the Post-Classical Islamic World.</p>
<p>Origins of Islam and Creating an Islamic Empire Learning Goal 1: Describe the historical origins, central ideas, and early spread of Islam. (23A,B)</p>
<p>Islam and European Contact Learning Goal 2: Describe how the development of the Islamic caliphates impacted Europe politically, economically and socially and describe what was characteristic of Muslim contact with Europeans. (TEKS/SE's 1C,4D,E)</p>
<p>Trade and the Spread of Islam Learning Goal 3: Analyze the role trade played in the spread of Islam to Africa and Asia and describe what was characteristic of Muslim contact with societies in Africa and Asia. (1C, 4D,E, F, I, J)</p>
<p>The Golden Age of Islam Learning Goal 4: Identify what cultural, mathematic, scientific and technological achievements were made between 700-1200 in the Muslim world and analyze how the art and architecture of this period reflects Islamic traditions and how these achievements were spread. (25D,26B,27A)</p>
<p>10.4 Post Classical Era 600-1450 <i>Medieval Europe (Culture)</i> This unit is about how Christianity served as a unifying force to rebuild Europe after the fall of the Roman Empire. Conceptually students continue to focus on how cultures are defined as advanced or as not advanced specifically examining the achievements made in Post-Classical Europe.</p>
<p>Christianity Splits-the Byzantine Empire Learning Goal 1: Explain how Christianity was a unifying and political factor in medieval Europe and Byzantine Europe and describe the characteristics of Roman Catholicism and Eastern Orthodoxy. (TEKS/SE's 4A,B, 23B)</p>
<p>Feudal Society Learning Goal 2: Describe the major characteristics of feudalism and manorialism. (TEKS/SE 4C)</p>
<p>Christianity as a Cultural Influence Learning Goal 3: Analyze how the ideas of Thomas Aquinas, art and architecture of Medieval Europe were influenced by Christianity and identify the legal ideas contained in Justinian's Code of Laws. (TEKS/SE's 20B,C,26B)</p>
<p>Decline of the Middle Ages in Europe Learning Goal 4: Explain how the Crusades, the Black Death, the Hundred Years War, and the Great Schism brought about the end of the Middle Ages and explain how society's view of Christianity was changing at the end of the Middle Ages. (TEKS/SE's 4G, 23B, 25C)</p>
<p>10.5 Post Classical Era 600-1450 <i>Medieval Asia and the Mongols (Culture)</i> In this unit students study about how the Tang and Song dynasties reunified China after the fall of the Han dynasty and about how the Mongol conquests affected Russia, China and the Islamic heartlands. The conceptually focus continues to be about how cultures are defined as advanced specifically in this unit students examine this through the lens of the Tang and Song advances. Students can also debate whether the Mongols brought cultural destruction or cultural advances to civilization.</p>
<p>A Golden Age in China Learning Goal 1: Describe the political, economic and cultural changes that occurred in East Asia during the Tang and Song dynasties and (TEKS/SE 4H)</p>
<p>The Silk Road and the Indian Ocean Learning Goal 2: Analyze the role trade played in the diffusion of ideas from China. (TEKS/SE's 4J,27A)</p>
<p>Mongol Conquests and Impact Learning Goal 3: Describe the changes that occurred in Russia, China, and the Islamic world because of the Mongol invasions and explain why this was a historical turning point in history. (TEKS/SE's 1C,4K)</p>

10.6 Connecting Hemispheres 1450-1750 *Globalization, Trade, Expansion (Power)*

This unit is about the development of the global trade network. Students study about the Ottoman Empire, the Mayan, Incan and Aztec civilization, European exploration and expansion and the role these groups played in building a global trade network. Conceptually students will explore why some groups have power over other groups.

The Ottoman Crossroad of Trade

Learning Goal 1: Explain what was significant about the organization of the Ottoman Empire and describe the impact the Ottomans had on global trade. (TEKS/SE's 1D,7D)

Pre-Columbian America

Learning Goal 2: Compare the major political, economic, social, cultural and technological developments of the Mayan, Incan and Aztec civilizations. (TEKS/SE's 6A,27B)

The Indian Ocean Trade Complex

Learning Goal 3: Describe what characteristic of global trade after the European discovery of the western hemisphere and explain the role Ming China played in global trade. (TEKS/SE's 1D,7E,16B)

European Exploration and Expansion

Learning Goal 4: Analyze the causes of European exploration and describe how new economic ideas contributed to Europe's commercial revolution.(1D,7A,F)

The Atlantic Trade Corridor

Learning Goal 5: Explain how Africa, the Americas, and Europe were changed by European colonization, the Columbian Exchange and the Atlantic slave trade. (TEKS/SE's 1D,6B, 7B,C)

SPRING SEMESTER

<p>10.7 Connecting Hemispheres 1450-1750 <i>Changing Ideas (Power)</i> In this unit students study the causes and consequences of the Renaissance, Reformation, Scientific Revolution and the Enlightenment. Conceptually students will explore how ideas can be a source of power for creating change.</p>
<p>The Renaissance Brings New Ideas Learning Goal 1: Describe the major causes of the Renaissance and the political, intellectual, artistic, economic and religious effects of the Renaissance.(TEKS/SE's 1D,5A, 25C)</p>
<p>Art Reflects the Ideas of the Renaissance Learning Goal 2: Analyze how the new ideas of the Renaissance were reflected in art, architecture, and literature. (TEKS/SE 26B)</p>
<p>New Ideas About Christianity- the Reformation Learning Goal 3: Describe the major causes of the Reformation and the political, intellectual, artistic, economic and religious effects of the Reformation.(TEKS/SE's 1D,5B)</p>
<p>Scientific Ideas Change the World Learning Goal 4: Describe how the ideas of Copernicus, Galileo, Newton and Boyle and the invention of the printing press contributed to the Scientific Revolution and describe the major changes that resulted from the Scientific Revolution. (TEKS/SE's 1E, 27C,D,E)</p>
<p>New Ideas About Government Emerge Learning Goal 5: Explain how Calvin, Locke, Hobbes, Voltaire, Montesquieu, Rousseau, Jefferson and Blackstone contributed to the new ideas presented during the Enlightenment and describe the impact of these ideas. (TEKS/SE's 1E,20C)</p>
<p>10.8 Age of Revolutions 1750-1914 <i>Political Revolutions (Change)</i> In this unit students study the causes, characteristics and consequences of political revolutions in the Americas and France. Conceptually students examine how social, political and economic change occurs.</p>
<p>Pre-Revolutionary Europe Learning Goal 1: Describe the characteristics of an absolute monarchy and explain how the English Civil War and Enlightenment were steps in the development of democratic-republican government. (TEKS/SE's 19B,21A)</p>
<p>The American and French Revolutions -Causes and Consequences Learning Goal 2: Compare the causes, characteristic, and consequences of the American Revolution and the French Revolution. (TEKS/SE's 1E,9A,21A)</p>
<p>Napoleon and the Napoleonic Wars Learning Goal 3: Explain how Napoleon Bonaparte's rule and the Napoleonic wars led to the creation of the German Confederation, the spread of nationalism, and the promotion of some democratic ideals in France and explain how the Congress of Vienna worked to restore the balance of power in Europe after Napoleon's defeat. (TEKS/SE's 9B,22A)</p>
<p>Latin America's Road to Independence Learning Goal 4: Explain how the American Revolution, the French Revolution, and the Napoleonic Wars impacted Latin America and describe the role Simon Bolivar played in Latin America's independence movements. (TEKS/SE's 9B,C)</p>
<p>Revolutionary Ideas in Revolutionary Documents Learning Goal 5: Describe the impact of famous political ideas contained in the Magna Carta, English Bill of Rights, Declaration of Independence, US Constitution, and the Declaration of the Rights of Man and of the Citizen and identify the influence of the ideas of separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, constitutionalism and nationalism had on political revolutions. (TEKS/SE's 9D,20A,B,22A)</p>

<p>10.9 Age of Revolutions 1750-1914 <i>Industrialization and Imperialism (Change)</i> This unit is about the causes and consequences of industrialization and imperialism. Students study about the new economic theories that emerged as a response to industrialization and the technological changes that resulted from industrialization. Conceptually students will focus on how technology plays a role in their lives and in the world.</p>
<p>Technology Leads to Industrialization Learning Goal 1: Describe the causes of industrialization and explain the role technology and scientific advances played in industrialization. (TEKS/SE's 1E,8A,28A,E)</p>
<p>Industrialization Brings Changes Learning Goal 2: Explain how the Industrial Revolution led to political, economic, and social changes and describe how the roles of women, children and families changed during the Industrial Revolution. (TEKS/SE's 8B,17A,21C,24A)</p>
<p>Responding to Change- New Economic Theories Learning Goal 3: Describe the historical origins and characteristics of the free enterprise system, socialism and communism and explain how free enterprise affected industrialization. (TEKS/SE's 8E,17B,18A,B,C,F)</p>
<p>Motivations for European Imperialism Learning Goal 4: Describe the political, economic, and social motivations for European imperialism and explain the role technology played in European imperialism. (TEKS/SE's 1E,8C,28B)</p>
<p>Imperial Empire Building Learning Goal 5: Analyze the factors that contributed to the building of the Panama and Suez canals and locate major imperial empires of the 19th century. (TEKS/SE's 8D,16A,B)</p>
<p>Consequences of Imperialism Learning Goal 6: Describe the major characteristics and the impact of European imperialism, including the origins, central ideas and responses of Sikhism. (TEKS/SE's 1E,8D, 23A, 24B)</p>
<p>10.10 20th Century 1914-Present <i>Global Conflicts (Conflict and Cooperation)</i> In this unit students study the causes, characteristics and consequences of World War I and World War II. Conceptually students will focus on the question of why some groups cooperate and why some groups conflict.</p>
<p>The MAIN Causes of WW I and Trench Warfare Learning Goal 1: Explain the causes of World War I and describe the characteristics of trench warfare and the new technologies that impacted World War I. (TEKS/SE's 1F,10A,B)</p>
<p>Fourteen Points and the Treaty of Versailles Learning Goal 2: Explain the impact of Wilson's Fourteen Points and describe the political and economic impact of the Treaty of Versailles. (TEKS/SE's 10C,20D)</p>
<p>The Russian Revolution Learning Goal 3: Identify the causes of the February and October Revolutions in Russia and describe how the Russian Revolution affected the outcome of World War I and led to Bolshevik rule in the Soviet Union. (TEKS/SE's 10D, 12A)</p>
<p>Global Depression Learning Goal 4: Summarize the international, political and economic causes of the global depression and explain how the US, Germany and the Soviet Union responded to the economic depression. (TEKS/SE's 11A,B,12B)</p>
<p>Totalitarianism Learning Goal 5: Describe the characteristics of totalitarianism and fascism and explain how Mussolini and Hitler came to power. (TEKS/SE's 12A,B, 18D, 19B)</p>
<p>A Second World War Learning Goal 6: Describe the causes and major events that characterized World War II and describe the impact technology and leaders such as Franklin Roosevelt, Winston Churchill, Joseph Stalin, and Hideki Tojo had during World War II. (TEKS/SE's 12B,C,20D,28C,E)</p>

10.11 20th Century 1914-Present *Cold War* (Conflict and Cooperation)

In this unit students study how World War II resulted in the Cold War. Students examine Cold War conflicts, how communism spread to China and how communism came to an end in Eastern Europe and the Soviet Union. Conceptually students continue to focus on why groups cooperate and conflict.

Cold War Conflicts

Learning Goal 1: Describe the causes and effects of the Cold War and explain how the Korean War, Vietnam War and the arms race were associated with the Cold War. (TEKS/SE's 1F,13A,C,28C)

Communism Spreads to China

Learning Goal 2: Describe the factors that led to the spread of communism in China and describe how communism in China differed from communism in the USSR. (TEKS/SE 13B)

Communism Ends in Eastern Europe and the Soviet Union

Learning Goal 3: Explain the role Reagan, Gorbachev, Walesa, and Pope John Paul II played in ending communism in Eastern Europe and the USSR and explain why the Soviet command economy collapsed. (TEKS/SE's 13D,18E)

10.12 20th Century 1914-Present *the Global Community* (Conflict and Cooperation)

In this unit students study the post World War II independence movements, 20th century mass murder, genocide, terrorism and the impact of continued globalization. Conceptually students continue to focus on why groups cooperate and conflict.

20th Century Independence Movements/ Decolonization

Learning Goal 1: Describe how independence movements developed in Africa, India and the Middle East after World War II and explain why these areas continued to have ongoing conflicts. (TEKS/SE's 1F,3E,F,15B)

20th Century Oppression-Murder-Genocide

Learning Goal 2: Describe various examples of 20th century politically motivated mass murders and genocide and explain how some individuals responded to political oppression in the 20th century. (TEKS/SE's 22C,D,E,F, 24B)

Modern Globalization

Learning Goal 3: Describe the economic and social impact of 20th century globalization and describe the role technology played in developing the modern global economy and society. (TEKS/SE's 1F,17C,28D)

Terrorism- Challenge of the 21st Century

Learning Goal 4: Explain how the development of radical Islamic fundamentalism affected the second half of the 20th century and explain how the US has responded to terrorism after 9/11. (TEKS/SE's 14A,B)