

# World History

## Social Studies

### Key Instructional Activities

The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century. Map and Globe and Informational Processing Skills Matrices are utilized as a foundation for students to locate, analyze, and synthesize information related to social studies topics.



The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.



*Along with content knowledge, students will be introduced to the following skills through a broad range of topics:*

- identify issues and/or problems and alternative solutions
- identify and use primary and secondary sources
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations
- formulate appropriate research questions
- check for consistency of information
- interpret political cartoons
- compare and contrast the categories of natural, cultural, and political features found on maps
- use a map to explain impact of geography on historical and current events
- compare maps of the same place at different points in time and from different perspectives to determine

changes, identify trends, and  
generalize about human activities

*(More information on the skills matrices can be  
found as an appendix to the GSE at  
[Georgiastandards.org](http://Georgiastandards.org))*

# The C3 Social Studies Classroom

*Inquiry-based approaches...provide students with opportunities to authentically engage in social studies with intellectual, student-centered learning activities. Through inquiry, students can be motivated to explore their curiosities and build their knowledge using approaches beyond simple recitation and memorization of facts (Dague, 2020).*

## Inquiry Based Practices

### 1. Teachers and students balance their thoughts, beliefs, and practices.

- Teachers strike a balance between their expertise by allowing students to learn and do on their own with support from the teacher.
- Students actively construct knowledge rather than passively receive it.
- Students engage with featured sources to construct their arguments with support from the teacher.
- Students construct content knowledge and make arguments independently and collaboratively.

### 2. Teachers and students balance assessment needs.

- Teachers develop assessments through formative and summative performance tasks that give students opportunities to learn by doing.
- Teachers create a variety of performance tasks (e.g., T-charts, debates, structured discussions, claim-making, arguments).
- Teachers focus on process and product when supporting students' arguments.
- Students are independent in their work with supporting scaffolding.
- Students develop ideas freely and provide support for all of their ideas.

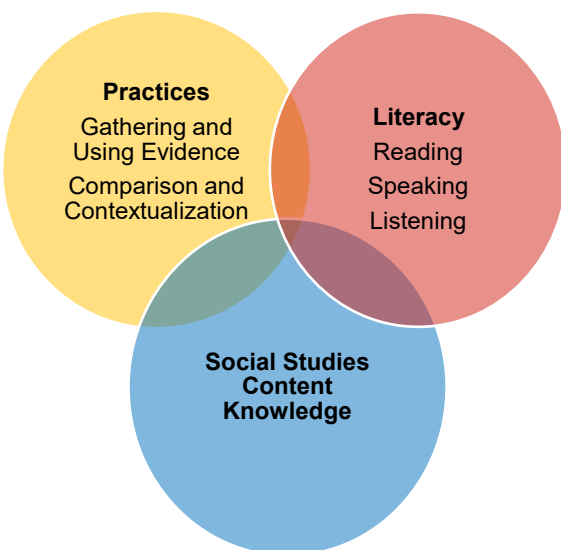
### 3. Teachers provide students with scaffolding to complete the complex academic work of inquiry.

- Teachers provide constant feedback and support students' learning as they navigate questions, tasks, and sources.
- Students consider multiple perspectives to deepen their knowledge.

### 4. Teachers develop practices that are considerate of students' interest and skills.

- Teachers to stage the compelling question to promote students' interest.
- Teachers to encourage students to take their ideas beyond the classroom.
- Students to work with sources that spark their curiosity and interest in the topic.

## Content and Skills Integration



FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook-focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

# World History System Pacing Overview



## Unit 1 Expected Dates: Early August

### Connecting Themes and Enduring Understandings

This important first unit is designed to introduce students to the eight themes that will feature prominently in the World History course. Activities will focus on the themes of location, culture, governance, institutions, conflict, change and continuity over time, movement and migration and technological innovation. By the end of the unit, students will be able to give examples of the Enduring Understandings and apply them to world situations.

## Unit 2 Expected Dates: Late August

### Ancient Civilization

This unit is designed to examine the rise of early civilizations and the emerging social complexity of populous societies. Students will investigate how the need for structures within society to provide order and stability emerged. Activities will focus on how and where civilizations developed through the religious, cultural, economic, and political facets of society. Students will compare the development of civilizations in the Eastern Mediterranean, China, Africa, Central and South America, and India as solutions emerged for their growing populations' needs and their interactions with other societies.

## Unit 3 Expected Dates: September

### Classical Mediterranean

The Classical Mediterranean societies from 700 B.C.E. to 400 C.E. will be examined through a political, philosophical, and cultural lens by comparing the origins and structure of ancient Greece and Rome, identifying the ideas and impacts of important individuals of these societies, and analyzing the impact of the culture, politics, technology, and religion of these societies. In addition, the impact of the Byzantine and Mongolian empires will be analyzed by examining the relationship between the Roman & Byzantine Empires, describing the role of important individuals, looking at the impact of these empires on major cities and religions, and explaining the decline of these empires.

## Unit 4 Expected Dates: October

### African and Middle Eastern Middle Ages and Islamic Empires

African societies and Islamic Empires through the 1500s will be analyzed through a political, economic, cultural, and geographical lens. The origins, growth, and diffusion of Islam through the Medieval Mediterranean World and Africa will be examined from the Middle Ages through to the "Gunpowder Empires" of the Safavid, Mughal, & Ottoman Empires. The characteristics, developments, and cultural contributions of the Sudanic empires will be described in addition to the Islamic Empires.

## Unit 5 Expected Dates: November

### European & Asian Middle Ages, Renaissance and Reformation

European medieval society will be analyzed through the lens of cultures, politics, society, and economics. The European Middle Ages will be used as a basis of comparison with the Asian Middle Ages and the political and social transitions seen in Japan and China from the 1300s to the mid-1800s. The transitions and continuities in European society through the Renaissance and Reformation will then be analyzed.

## Unit 6 Expected Dates: November

### The Americas and the Age of Exploration

The diverse characteristics of early Central & South America societies will be described, and the elements of these societies will be compared and contrasted using historical thinking skills. As a contrast, the impact of migration due to exploration and expansion into the Americas, Africa, and Asia will be examined drawing upon the foundations laid in Unit 4 and Unit 5. This unit is steeped in utilizing historical thinking skills to teach the content focus.

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**Unit 7 Expected Dates: December**

**The Scientific Revolution, Enlightenment, and Age of Revolution**

This unit will focus on conflict and change that occurred as a result of revolution and rebellions. The individuals, groups and institutions that emerged during this time will be identified and their role/contributions examined. As people migrated due to political, social, and economic reasons, the complexity of governments also increases.

**Unit 8 Expected Dates: January & February**

**Industrialization, Urbanization, Nationalism & Imperialism**

The individuals, groups and institutions that emerged during this time will be identified and their role/contributions examined. As people migrated due to political, social, and economic reasons, the complexity of the government also increases. Technological innovations emerged as industrialization grew and expanded.

**Unit 9 Expected Dates: March & April**

**WWI, Interwar Period, and WWII**

This unit is designed to examine the causes and results of the great conflicts of the first half of the Twentieth century, World War I and World War II. Students will examine the causes of each conflict, the nature of the technology, and strategic actions of the war and the resulting accommodations made by victors and the defeated. Students will analyze the changing world alignment as world powers dictated the peace from each conflict and the emerging nationalism among colonized groups who were impacted by the agreements. The inter-war years will be examined for evidence of cultural change and reaction to post war agreements. Students will examine the movement of Russia, Germany and Italy toward authoritarian governments and the steps of aggression that led to World War II. Finally, students will investigate the agreements and those who made them at the conclusion of World War II. Students will explain the impact of these agreements on Eastern Europe. Students will examine the attempts to establish mechanisms for peaceful conflict resolution through the United Nations and recovery programs such as the Marshall Plan and McArthur's plan for Japan.

**Unit 10 Expected Date: May**

**Cold War World Since the 1960's and Globalization**

This unit represents the culminating work of a sequential study of world history. The world of today has been shaped by the often calamitous and often heroic events of the past. The theme conflict and change, viewed through the lens of the struggle of emerging nations in the world, allows students to examine how different regions of the world adapt to the issues of the modern times. The issue of conflict and change spills over into the transitions that took place as the government of the Soviet Union was no longer able to adapt and the country broke up into its smaller component parts. Various individuals, groups, and institutions played key roles in the events that have taken place since the end of the last world war. Many of them will be discussed. Additionally, as the world has become more interdependent, movement and migration have taken on greater significance. More people, goods and ideas move around the world today, at a much faster pace, than ever before. Many of the reasons for the faster pace of movement and migration are directly tied to technological innovation that allows for more efficiency in transportation and communication. Finally, students will appreciate that though we are bound by the time in which we live, cultures change while simultaneously continuing to hold on to the heritage and history of the past

# HOW CAN YOU SUPPORT YOUR CHILD'S SUCCESS?

The adoption of more rigorous standards in Social Studies has led to a change in how social studies is taught in the classroom. You can encourage critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens by asking questions. In each unit, students should have the opportunity to develop their own questions about content, apply disciplinary tools to expand their thinking, evaluate credible sources to gather information, communicate conclusions after inquiries, and determine whether to take action based on new understandings about the world in which we live.

Dimension of Learning	Questions You Might Ask
<b>Developing Questions and Planning Inquiries</b>	<ul style="list-style-type: none"> <li>• What are you learning in social studies?</li> <li>• What do you wonder about that?</li> <li>• What is your point of view about that topic?</li> <li>• What might someone else's point of view be about the topic?</li> </ul>
<b>Applying Disciplinary Concepts and Tools</b>	<ul style="list-style-type: none"> <li>• How would a historian ask questions about this topic?</li> <li>• How would a political scientist ask questions about this topic?</li> <li>• How would a geographer ask questions about this topic?</li> <li>• How would an economist ask questions about this topic?</li> <li>• Why would professionals of different disciplines ask different questions?</li> </ul>
<b>Evaluating Sources and Using Evidence</b>	<ul style="list-style-type: none"> <li>• What online sources would you use to find out more information about that topic? What print sources might you use?</li> <li>• How do you know if a source is reliable?</li> <li>• How do you determine if a source is relevant to your topic?</li> </ul>
<b>Communicating Conclusions and Taking Informed Action</b>	<ul style="list-style-type: none"> <li>• Has your thinking changed after learning about this topic?</li> <li>• Have you thought about what you can do to address issues in today's society related to this topic?</li> </ul>

## Resources that may help your student in World History.

Online Pearson Textbook: [www.pearsonrealize.com](http://www.pearsonrealize.com) (Students logon through SSO tab on [www.hcbe.net](http://www.hcbe.net))

Google Culture and Arts: <https://artsandculture.google.com/>

World Digital Library: <https://www.wdl.org/en/>

Crash Course in World History: <https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>

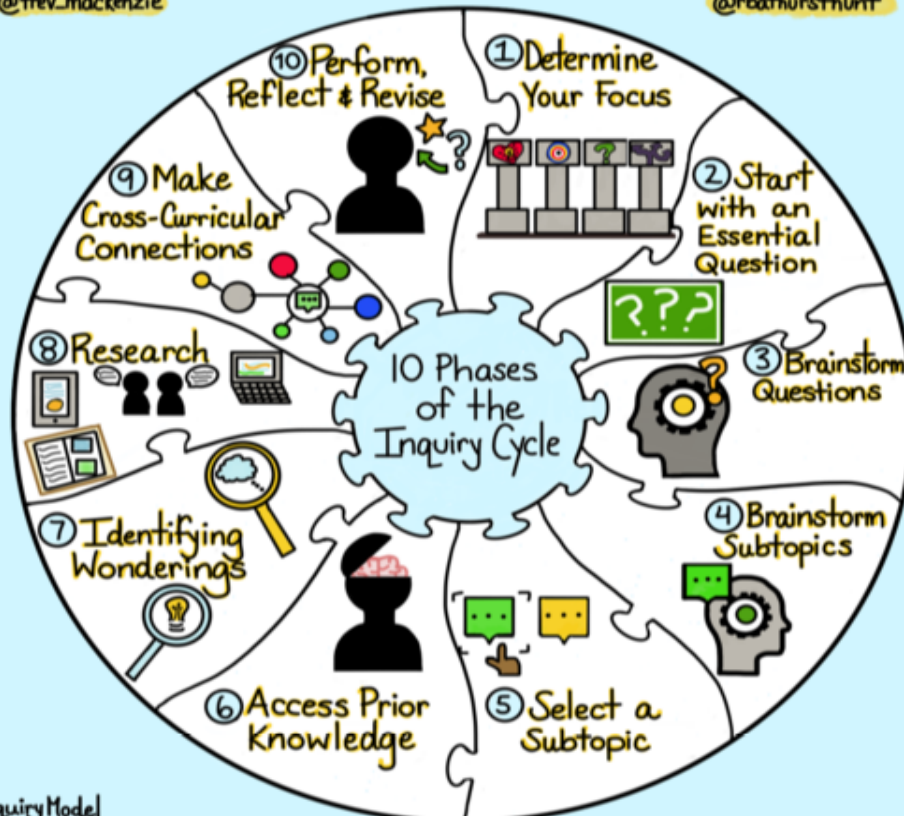
Big History Project: <https://school.bighistoryproject.com/bhplive>



# The Inquiry Cycle

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Inspired by: Alberta Inquiry Model

#InquiryMindset

## 10 Characteristics of the Inquiry Classroom

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- 1 Nurture student passions & talents
  - 2 Empower student voice & honour student choice
  - 3 Increase motivation and engagement
  - 4 Foster curiosity and a love for learning
  - 5 Teach grit, perseverance, growth mindset & self-regulation
  - 6 Make research meaningful & develop strong research skills
  - 7 Deepen understanding to go beyond memorizing facts and content
  - 8 Fortify the importance of asking good questions
  - 9 Enable students to take ownership over their own learning and to reach their goals
  - 10 Solve the problems of tomorrow in the classrooms of today
- Genius Hour  
Passion Projects  
20% Time