

Cumberland County Schools
Curriculum Guide
World History

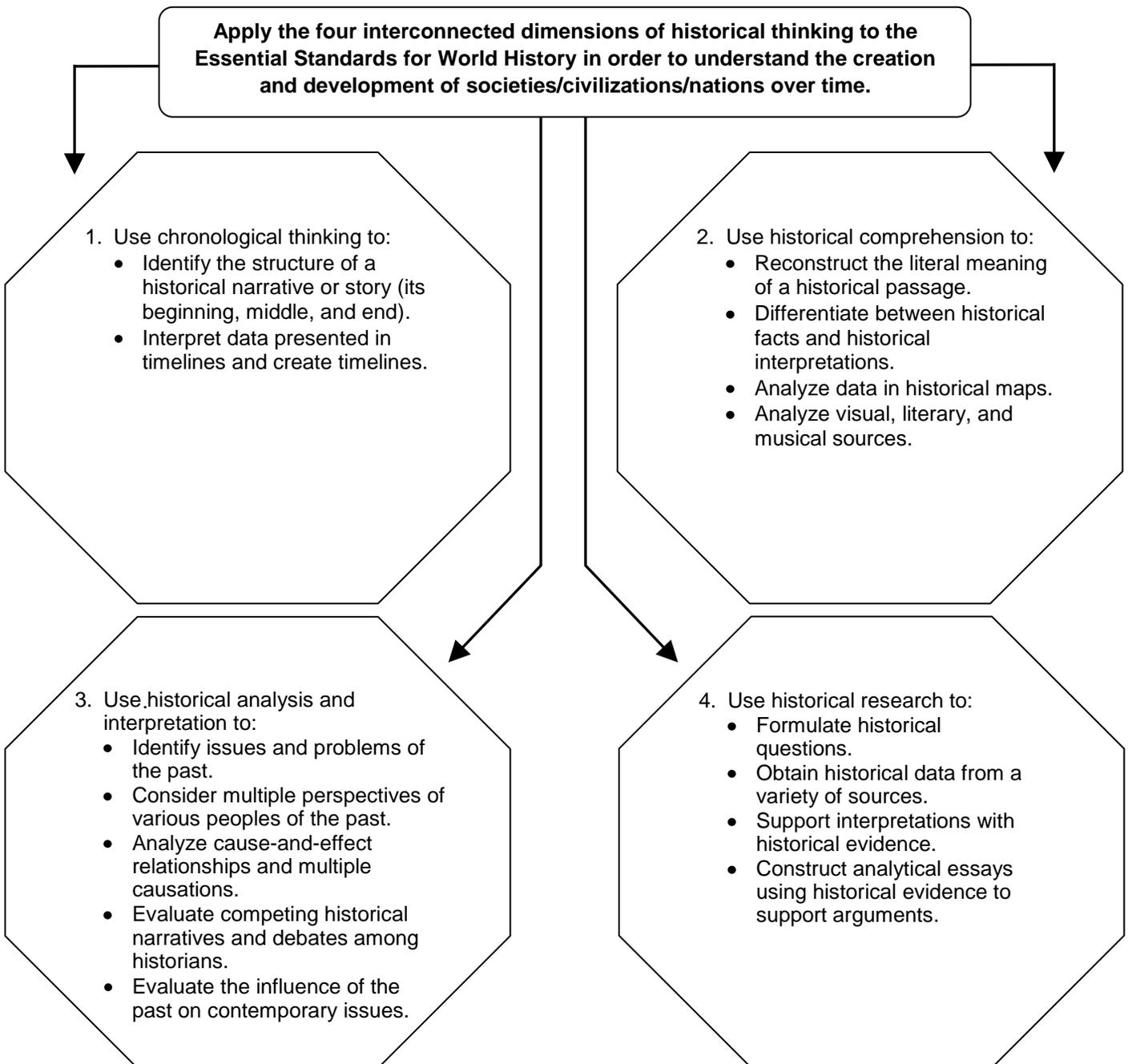


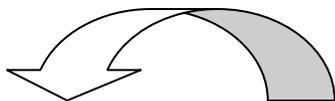
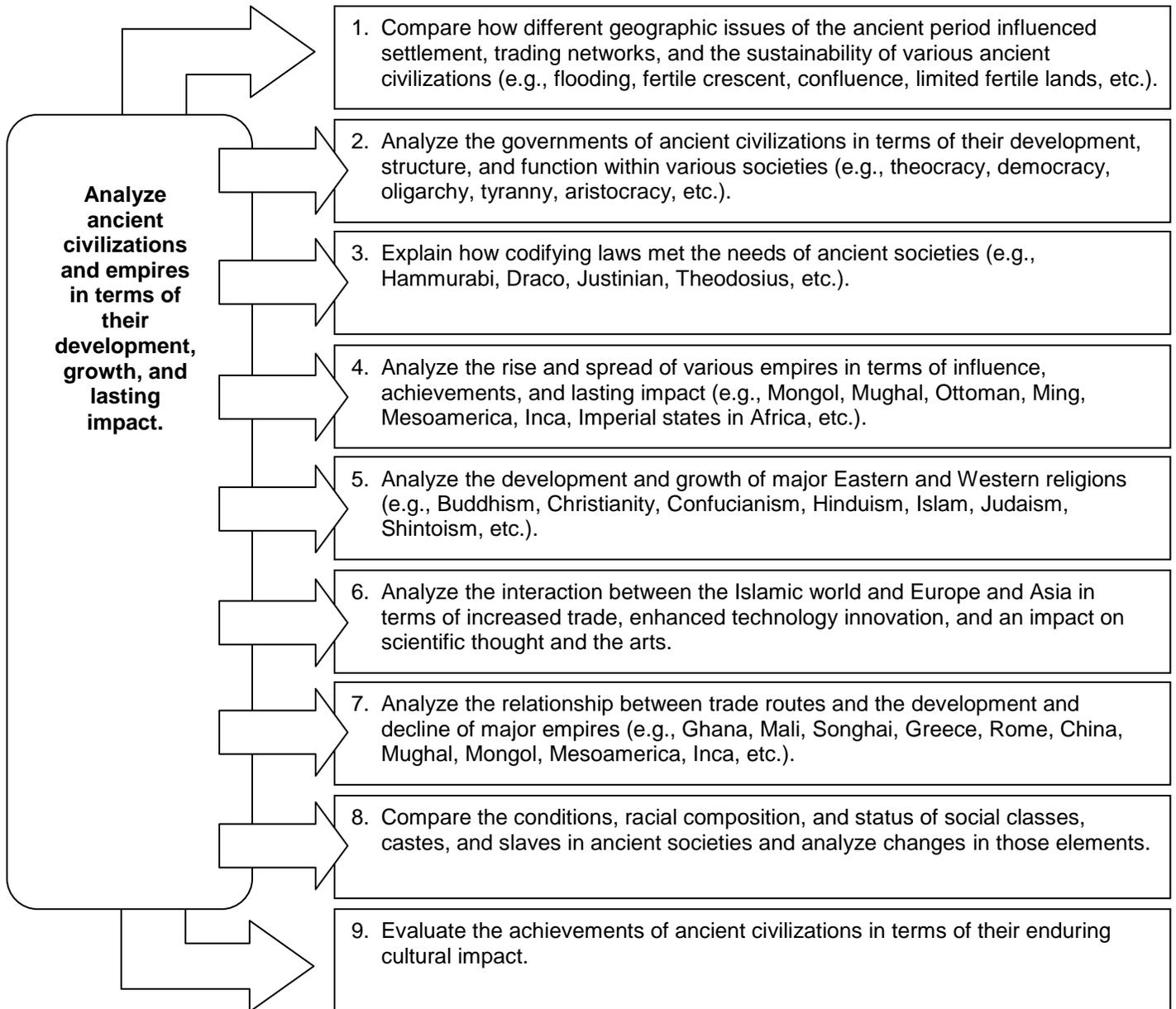
High School Level

World History

The Secondary Education department of the Cumberland County School System is pleased to provide the following curriculum guide, which describes your child's program of study in World History at the high school level. The curriculum will address six periods in the study of world history, with a key focus of study from the mid-15th century to present. Students taking World History will study major turning points that shaped the modern world. Upon entering this course, students are expected to have a firm foundation in the themes and tools of geography and early, ancient, and classical civilizations. The standards are grouped in a way that reflects accepted periodization by historians, and topics have been selected around a basic core of chronologically-organized history and social science knowledge.

The desired outcome of this course is that students develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. Students taking this course will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc.





Understand how conflict and innovation influenced political, religious, economic, and social changes in medieval civilizations.

2. Explain how religion influenced political power and cultural unity in various regions of Europe, Asia, and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire).

3. Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa (e.g., Cluniac Reforms, common law, Magna Carta, conflicts between popes and emperors, Crusades, religious schisms, Hundred Years' War, etc.).

4. Analyze how innovations in agriculture, trade, and business impacted the economic and social development of various medieval societies (e.g., Feudalism, agricultural revolutions, Commercial Revolution, and development of a banking system, manorial system, growth of towns, etc.).

1. Analyze how the desire for farmable land created conflict and impacted the physical environments of Europe, Asia, Africa, and the Americas (e.g., Agricultural Revolution in Europe, Muslim Agricultural Revolution, Mesoamerican and Andean agricultural innovations, etc.).

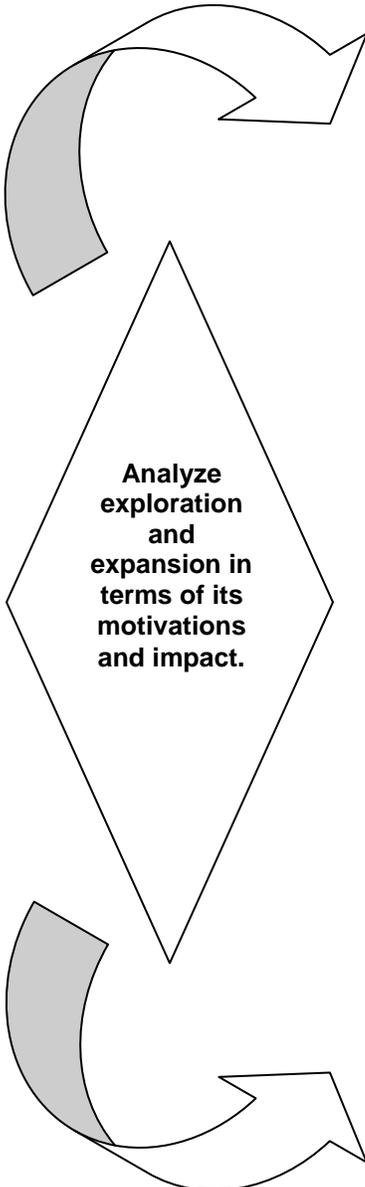
Analyze the political, economic, social, and cultural factors that lead to the development of the first age of global interaction.

1. Explain how interest in classical learning and religious reform contributed to increased global interaction (e.g., Renaissance, Protestant Reformation, Catholic Reformation, printing revolution, etc.).

2. Explain the political, social, and economic reasons for the rise of powerful centralized nation-states and empires (e.g., Reformation, absolutism, limited monarchy, empires, etc.).

3. Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.).

4. Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas, and Africa (e.g., exploration, mercantilism, inflation, rise of capitalism, etc.).



1. Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).

2. Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas, and the Colombian exchange).

3. Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).

4. Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchical funding, corporations, creation of capital markets, etc.).

**Understand
the Age of
Revolutions
and Rebellions.**

1. Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g., Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, inductive and deductive reasoning, heliocentric, inquisition, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.).
2. Analyze political revolutions in terms of their causes and impact on independence, governing bodies, and church-state relations (e.g., Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Haitian, Mexican, Chinese, etc.).
3. Explain how physical geography and natural resources influenced industrialism and changes in the environment (e.g., agricultural revolutions, technological innovations in farming, land use, deforestation, industrial towns, pollution, etc.).
4. Analyze the effects of industrialism and urbanization on social and economic reform (e.g., Industrial Revolution, urbanization, growth of middle class, increase in productivity and wealth, changes in economic status, new types of labor organizations, etc.).

1. Evaluate key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.).

2. Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization (e.g., Ottoman Empire, Japanese Empire, Prussian Empire, the German Empire, "Have and Have Nots" of Europe, industrial America, etc.).

3. Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war (e.g., WWI, Russian Revolution, WWII).

Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.

4. Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements (e.g., India, Africa, Southeast Asia).

5. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it from various nations and groups (e.g., utopianism, social democracy, socialism, communism, etc.).

6. Explain how economic crisis contributed to the growth of various political and economic movements (e.g., Great Depression, nationalistic movements of colonial Africa and Asia, socialist and communist movements, effect on capitalist economic theory, etc.).

