

**Davison Community Schools**  
**ADVISORY CURRICULUM COUNCIL**  
*Phase II, April 2015*

***Life Skills World History and Geography***

**Course Essential Questions:**

1. How can events be viewed from a global, interregional and regional perspective?
2. What role has geography played in the development of civilizations?
3. How has world religion and cultural beliefs shaped civilizations?
4. How have political changes influenced society?
5. How has trade impacted the civilizations of the world?

**Phase II Curriculum**

**Unit 1: Foundations/The Ancient World and Ancient Civilizations**

**Essential Questions:**

- In what ways do world historians organize the past?
- What are the differences between hunter-gatherer societies, civilizations, and empires?
- What are the core beliefs of the major religions of the world?
- How did different civilizations interact with each other?
- How did world religions spread?

**Essential Understanding:**

- The past is divided into ancient history, the Middle Ages, and the modern world.
- Civilizations formed around major river valleys.
- Agriculture allowed people to settle in one location.
- The major religions of the world are Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
- Christianity, Islam and Judaism are monotheistic; Hinduism is polytheistic; Buddhism is non-theistic; and Confucianism is non-theistic and stresses respect of elders, education and civil service
- Culture spread through trade with different civilizations.

**Curriculum Standards- DOK noted where applicable with Standards**

**W.4.FL.11.EH1.3** Identify one or more reasons why societies trade.

**W.4.FL.11.EH1.2** Demonstrate an understanding that different religions started in specific places, spread (largely due to increased oceanic travel, religious intolerance, and increased trade), and now are practiced throughout the world. Basic maps, tables, charts, or other documents may be used.

**W.5.FL.11.EH2.1** Demonstrate an understanding of the benefits and/or consequences of interaction among societies from different regions of the world.

## LEARNING TARGETS

<b>Knowledge/Content</b> <b>I Know ...</b>	<b>Skills/Processes</b> <b>I Can ...</b>
<ul style="list-style-type: none"> <li>• The four major river valleys of ancient history include: The Nile, Indus River Valley, Tigris-Euphrates, Huang He</li> <li>• In ancient times hunter-gather societies developed into pastoral nomads and agricultural societies</li> <li>• A key component of a civilization is a government</li> <li>• The major world religions influenced perceptions of the world and led to challenges and conflict between different faiths</li> <li>• All aspects of culture, including religion, spread through trade</li> <li>• The spread of culture is known as cultural diffusion</li> <li>• The importance of writing in the development of civilization</li> <li>• Periodization</li> </ul> <p>Academic vocabulary for this unit:</p> <ul style="list-style-type: none"> <li>• Archaeology</li> <li>• Pre-historic</li> <li>• Cultural diffusion</li> <li>• Civilization</li> <li>• Dynasty</li> <li>• Caste system</li> <li>• City state</li> <li>• Hunter gathers</li> <li>• Empire</li> <li>• Polytheism</li> <li>• Monotheism</li> <li>• Nomads</li> <li>• Republic</li> <li>• Democracy</li> <li>• River valley</li> <li>• Hieroglyphics</li> <li>• Cuneiform</li> <li>• Reincarnation</li> <li>• Fertile Crescent</li> </ul>	<ul style="list-style-type: none"> <li>• Use map skills to locate major river valleys, cultural regions</li> <li>• Identify the characteristics of a civilization</li> <li>• Analyze the development of civilizations (political, economic and social)</li> <li>• Identify and describe major world religions</li> <li>• Explain how interactions between different groups shaped society</li> <li>• Make connections between the ancient world and the present</li> <li>• Describe how writing influenced civilization</li> <li>• Read and construct timelines</li> <li>• Identify differences between primary and secondary sources</li> <li>• Compare/Contrast periods of time</li> <li>• Locate 4 major river valleys of ancient history</li> <li>• Describe key components of early civilization</li> <li>• Compare/contrast different religions</li> <li>• Explain cultural diffusion</li> <li>• Explain the role religion played in early conflict</li> <li>• Explain how Greek and Roman Empires influenced the modern world</li> </ul>

<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 2: The Middle Ages</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What factors led to the rise and fall of ruling empires?</li> <li>• What forces of interaction led to increased interdependence?</li> <li>• How did world religions spread?</li> <li>• What is the impact of increased cultural diffusion?</li> <li>• What important developments led to global trade?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• The plague, transportation, geography, strong military, religion, economy, and technology all played a part in the rise and fall of ruling empires.</li> <li>• Limited technology and communication affected the growth and stabilization of empires in Europe, China, Africa, and the Americas.</li> <li>• World religions spread through the Crusades, the Inquisition, and expansion of empires.</li> <li>• Social hierarchies shaped society</li> <li>• Improved means of transportation led to cultural diffusion and the development of global economies.</li> </ul>
<b>Curriculum Standards- DOK noted where applicable with Standards—Extended High School Content Expectations</b>	
<p><b>W.4.FI.11.EH2.3</b> Demonstrate an understanding of the effects that diseases and epidemics (such as the Plague) have on society. Basic maps, tables, charts, or other data may be used.</p> <p><b>W.4.FI.11.EH1.3</b> Identify one or more reasons why societies trade.</p> <p><b>W.4.FI.11.EH1.2</b> Demonstrate an understanding that different religions started in specific places, spread (largely due to increased oceanic travel, religious intolerance, and increased trade), and now are practiced throughout the world. Basic maps, tables, charts, or other documents may be used.</p> <p><b>W.5.FI.11.EH2.1</b> Demonstrate an understanding of the benefits and/or consequences of interaction among societies from different regions of the world.</p>	

## LEARNING TARGETS

<b>Knowledge/Content I Know ...</b>	<b>Skills/Processes I Can ...</b>
<ul style="list-style-type: none"> <li>• Consequences of the Roman collapse include:               <ul style="list-style-type: none"> <li>○ Fall of democracy</li> <li>○ Loss of classical knowledge</li> <li>○ Loss of government aid programs</li> <li>○ Rise of the Byzantine Empire</li> <li>○ Rise of the Eastern Orthodox Church</li> </ul> </li> <li>• The plague started in China, spread to Europe via Italy through trade</li> <li>• The plague was one factor in the decline of feudalism due to a breakdown of lord serf relationships</li> <li>• Faith in religion was shaken by the plague</li> <li>• Population was reduced by 25-40%</li> <li>• People behaved in irrational ways due to a lack of understanding of science and disease</li> <li>• Feudalism is a political system based on relationships between landowners and serfs</li> <li>• One cause of Feudalism decline was due to the strengthening of monarchs and their ability to defend a country</li> <li>• Another cause of the decline of Feudalism was due to the Bubonic Plague</li> <li>• The Roman Catholic Church led by popes and monarchs fought for political power and also gained wealth through the tithe</li> <li>• The Crusades were the conflict between Christianity and Islam for control of the Holy Land</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast world religions</li> <li>• Read and construct timelines about key events of this era</li> <li>• Analyze the development and decline of civilizations (political, economic and social)</li> <li>• Explain how interactions between different groups shaped society</li> <li>• Make connections between the medieval world and the present</li> <li>• Explain how the plague impacted society</li> </ul>

### Phase III Textbook/Materials

### Phase IV Summative Assessment Evidence

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments:** (\*identifies Performance Task)

### Phase V Learning Plan

## Phase II Curriculum

### Unit 3: An Age of Global Revolutions, 18<sup>th</sup> Century -1914

#### Essential Questions:

What are the causes and results of political revolutions in Western Europe and the Americas?

What are the causes and results of social revolutions including Industrial Revolution?

What are the causes and results of Nationalism and Imperialism?

#### Essential Understanding:

There was a new kind of thinking brought about by philosophes, called the Enlightenment, which questioned Divine Right of the king and had an impact on society.

People demanded rights in social contracts.

The result of Enlightenment thinking was a series of political revolutions.

The Agricultural Revolution led to a shift in population.

The wave of scientific advancement and inventions led to the Industrial Revolution.

There is a growth of population and cities, which ultimately leads to the need for social reform.

People with a common language and culture strive for a national identity.

The growth of Nationalism led to the growth of new governments, which in turn, leads to conflict.

Mercantilism economic theory led to Imperialism.

The taking of colonies leads to conflict throughout the world.

#### Curriculum Standards- DOK noted where applicable with Standards

##### **W.5.FI.11.EH2.1**

Demonstrate an understanding of the benefits and/or consequences of interaction among societies from different regions of the world.

##### **W.5.FI.11.EH2.2**

Demonstrate an understanding of the differences between slavery and other forms of labor (e.g., indentured servants and wage labor), and/or identify the contributions that African slaves made to the Americas. Basic maps, charts, graphs, and other documents may be used.

##### **W.6.FI.11.EH1.5**

Demonstrate an understanding of Europe's influence on civilization from 1500 to 1900.

##### **W.6.FI.11.EH2.2**

Demonstrate an understanding of nationalism and/or identify examples of American pride/patriotism.

##### **W.6.FI.11.EH2.4**

Demonstrate an understanding of imperialism.

**W.6.FI.11.EH1.1**

Demonstrate an understanding of revolution and/or recognize that revolutions lead to political, economic, and social change.

**W.6.FI.11.EH1.2**

Demonstrate an understanding of one or more of the causes, benefits, and/or consequences of worldwide population changes and migration.

**W.6.FI.11.EH1.3**

Recognize how exchanging ideas can change societies (their governments, their standard of living, their opinions about human rights, their access to new ideas, etc.).

**W.6.FI.11.EH1.4**

Demonstrate a basic understanding of agricultural-based societies and/or industrial-based societies.

**W.6.FI.11.EH2.3**

Demonstrate an understanding of industrialization and/or identify some benefits and consequences of industrialization on society.

## LEARNING TARGETS

<b>Knowledge/Content</b> <b>I Know ...</b>	<b>Skills/Processes</b> <b>I Can ...</b>
<p>People begin to question the divine right of kings.</p> <p>French society was divided into three estates: the nobility, the clergy, and the common people, including the bourgeoisie.</p> <p>Innovations in agriculture such as the cotton gin and crop rotation led to an increase in agricultural output.</p> <p>The Industrial Revolution is an era of rapid industrial development.</p> <p>There is a change from domestic system to the factory system.</p> <p>With fewer people needed to farm, an opportunity for people to move to cities occurred, looking for better economic opportunities.</p> <p>The factory system led to social changes such as women and children in the workforce, the rise organized labor movements, and urbanization.</p> <p>Nationalism helped lead to Imperialism, as countries were in search of resources to boost their economies.</p>	<p>Explain the divine right of kings and how Rationalism started to replace it.</p> <p>Analyze why Rationalism started to replace the Divine Right of kings.</p> <p>Describe how French society was divided into three estates: the nobility, the clergy, and the common people, including the bourgeoisie.</p> <p>Analyze the impact of innovations in agriculture.</p> <p>Explain how the Industrial Revolution changed society.</p> <p>Compare and contrast the domestic system to the factory system.</p> <p>Analyze the impact of the Monroe Doctrine.</p> <p>Read and construct timelines.</p>

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<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

<b>Phase II Curriculum</b>	
<b>Unit 4: Global Crisis and Achievement, 1900-1945 (WWI, Russian Revolution, Communism, Great Depression, Dictators, WWII)</b>	
<p><b>Essential Questions:</b></p> <p>What effects did nationalism, imperialism, militarism, and system of alliances have on the first half of the twentieth century?</p> <p>How did the rise of totalitarian governments impact the first half of the twentieth century?</p> <p>What global economic events impacted the first half of the twentieth century?</p> <p>How did technological advancements influence the first half of the twentieth century?</p>	<p><b>Essential Understanding:</b></p> <p>Nationalism, imperialism, militarism, and system of alliances led to global conflict.</p> <p>There was a rise of dictatorships in Europe as well as a communist revolution in Russia leading to a restructuring of Europe.</p> <p>Dictators’ desire to conquer neighboring lands led to a second global conflict.</p> <p>The Russian Revolution of 1917 created the first communist government.</p> <p>The depression from 1929-1940 affected global economies.</p> <p>Technology improved communication, infrastructure, transportation, weaponry, and medicine.</p>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	
<p><b>W.7.FI.11.EH1.1</b> Identify a role or responsibility of government in the first half of the 20th century</p> <p><b>W.7.FI.11.EH1.2</b> Demonstrate an understanding of one or more significant changes in global power between 1900 and 1945. Basic maps and other data sources may be used.</p>	

**W.7.FI.11.EH2.1**

Demonstrate an understanding of one or more of the causes and/or long-term consequences of World War I.

**W.7.FI.11.EH2.2**

Recognize one or more ways in which the Great Depression affected the global economy and politics between World War I and World War II.

**W.7.FI.11.EH1.1**

Identify a role or responsibility of government in the first half of the 20th century.

**W.7.FI.11.EH1.3**

Demonstrate an understanding of genocide and/or recognize that acts of genocide have been committed throughout the world (e.g., the Holocaust).

**W.7.FI.11.EH2.3**

Demonstrate an understanding of one or more of the causes and/or long-term consequences of World War II.

**W.7.FI.11.EH3.2**

Identify one or more characteristics of dictatorships and/or monarchies.

**W.7.FI.11.EH1.2**

Demonstrate an understanding of one or more significant changes in global power between 1900 and 1945. Basic maps and other data sources may be used.

## LEARNING TARGETS

<b>Knowledge/Content I Know ...</b>	<b>Skills/Processes I Can ...</b>
The causes of WWI were imperialism, nationalism, militarism, and systems of alliances.	Analyze the causes of WWI.
The assassination of Archduke Francis Ferdinand by the Black Hand led to the beginning of WWI.	Identify and locate on a map the nations of the Triple Alliance and Triple Entente.
The nations of the Triple Alliance were Germany, Austria-Hungary, and Italy.	Explain the role that technology played in WWI.
The nations of the Triple Entente were Great Britain, France, and Russia.	Describe the events that drew the U.S. into WWI.
New technologies used in WWI included tanks, u-boats, trench warfare, poison gas, machine guns, airplanes, flame throwers, etc.	Describe the outcome of the Treaty of Versailles.
The U.S. was drawn into the war by events such as unrestricted submarine warfare and the Zimmerman Note.	Compare and contrast the Treaty of Versailles with Wilson's 14 Points.
Germany was blamed for WWI and was forced to pay reparations.	Explain how economic issues lead to political change including the rise of totalitarian governments.
Treaties play a role in starting and/or resolving conflict.	Explain the effects of Stalin's five year plans; evaluate the effectiveness of these plans.
	Analyze the causes and effects of WWII.

<p>President Wilson proposed the 14 Points to establish peace without victory; one of Wilson's 14 Points was to create the League of Nations.</p> <p>The Treaty of Versailles was created to realign European nations, set reparation payments, and establish the League of Nations.</p> <p>Economic issues led to the rise of totalitarian governments across Europe (i.e. Mussolini, Hitler, and Stalin).</p> <p>The cause of the Russian Revolution was social unrest.</p> <p>Vladimir Lenin led a communist revolution in Russia in 1917.</p> <p>Czar Nikolas II was overthrown and executed by the Bolsheviks (communists).</p> <p>Under the Bolsheviks Russia's name changed to U.S.S.R.</p> <p>Communists under Lenin negotiated peace with Germany to get out of WWI.</p> <p>After Lenin's death there was conflict over who the new leader in the Soviet Union would be, and that conflict was won by Josef Stalin.</p> <p>Josef Stalin instituted a series of five-year plans to improve industry and agriculture.</p> <p>Market speculation and risky investments led to a worldwide depression.</p> <p>The Great Depression led to the rise of totalitarian governments.</p> <p>The cause of WWII rests with totalitarian aggression.</p> <p>Hitler came to power in Germany and blamed Jews for German economic problems and began the Holocaust.</p> <p>The extermination of a race of people is called genocide.</p>	<p>Identify the Allied and Axis powers and their leaders.</p> <p>Locate the Allied and Axis powers on a map.</p> <p>Explain what the Holocaust is. Explain what genocide is.</p> <p>Explain the role of the U.S. in WWII.</p> <p>Describe how scientific advancements from the first half of the twentieth century have changed our lives.</p>
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<p>Mussolini came to power in Italy and blamed communists for Italian economic problems.</p> <p>The Axis powers are Germany, Italy, and Japan.</p> <p>The Allies are France, Great Britain, the Soviet Union.</p> <p>The U.S. joined the Allies after the Japanese attack on Pearl Harbor.</p> <p>The U.S. achieved victory over Japan with the dropping of atomic bombs.</p> <p>The Allies won WWII.</p> <p>The first half of the twentieth century sees advancements in technology in the areas of medicine, transportation, entertainment, and communication.</p>	
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<b>Phase II Curriculum</b>	
<b>Unit 5: The Cold War and its Aftermath, The 20<sup>th</sup> Century Since 1945</b>	
<p><b>Essential Questions:</b></p> <p>What are the origins of the Cold War?</p> <p>What effect did the Cold War have on the world?</p> <p>What is the legacy of imperialism?</p> <p>How did political and social change after WWII affect the Americas, Middle Eastern nations and Africa?</p>	<p><b>Essential Understanding:</b></p> <p>The conflict between economic and government systems led to tensions between the U.S. and Soviet Union.</p> <p>The world became divided between East and West.</p> <p>There are revolutions and conflict that exist to this day as a result of European imperialism.</p>

<p>How have population changes of the late twentieth century impacted the world?</p>	<p>The creation of Israel affected the Middle East by causing other nations to give up their land freely, causing disputes since its creation.</p> <p>The U.S. becomes a political and economic superpower.</p> <p>Colonialism comes to an end in Africa, but leaves a legacy of racism.</p> <p>The baby boom has had a lasting impact on the second half of the twentieth century.</p>
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**Curriculum Standards- DOK noted where applicable with Standards**

<p><b>W.8.FL.11.EH1.1</b>          Demonstrate an understanding of the Cold War (i.e., who was involved, why it started, and how it ended)</p> <p><b>W.8.FL.11.EH2.3</b>          Identify the Middle East region on a map and/or recognize that sometimes societies within a region experience conflict due to cultural differences and land disputes.</p>
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**LEARNING TARGETS**

<b>Knowledge/Content</b> <b>I Know ...</b>	<b>Skills/Processes</b> <b>I Can ...</b>
<p>After WWII, Europe was divided; the East was communist, the West was democratic.</p> <p>NATO was created in response to a perceived communist threat.</p> <p>The Warsaw Pact was created in response to NATO.</p> <p>The Cold War has led to conflicts around the world.</p> <p>The Cold War ended with the collapse of the Soviet Union.</p> <p>Gandhi led the Independence Movement in India.</p> <p>Nelson Mandela led the movement against apartheid, racial discrimination.</p> <p>European powers left Africa after years of opposition, and the legacy they left behind includes civil war, racial discrimination,</p>	<p>Explain the effect communism had on Europe after WWII.</p> <p>Understand the creation of new alliances after WWII.</p> <p>Identify the relationship between the Independence Movements in Africa and India.</p> <p>Explain the effects that apartheid and racial discrimination had on the formation of new governments in Africa.</p> <p>Explain why Israel became a country.</p> <p>Explain why nationalism changes in the twentieth century and how it leads to terrorism.</p>

<p>economic instability, and environmental decay.</p> <p>The creation of Israel affected the Middle East and the rest of the world.</p> <p>There is a rise of Nationalism in the twentieth century.</p> <p>Terrorism has been used in the twentieth century as a method to bring about political change.</p>	
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