

Course Syllabus

Social Studies, World History II

Social Studies Preview, Review
Guardian Angels School

In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

The world history of the western hemisphere to the present day is covered in the seventh grade section of this world history course. Historical content includes pre-Columbian colonization and governmental structure of the western hemisphere, as well as, European wars and revolutions, and the Latin American independence movement. As topics of study move to the 20th century, students should gain an understanding of the collapse of colonial empires, significance and consequences of various 20th century wars, and global industrial development. Political ideologies, such as Fascism, Communism, Leninism, Stalinism, and Nazism should also be explored.

Core concepts covered in this course are a unique combination of United States and world history, civics, geography and economics. Students should attempt to synthesize the wide array of historical information presented thus far in their Social Studies education before moving on to concentrated study in each area. Seventh graders expand on what was learned in the fifth grade course for U.S. history, as well as building on the content covered in sixth grade for world history. Discussions in civics include the electoral process, political party system, and the Supreme Court. Geography studies focus on human-environment interaction, resource patterns, and populations. Issues presented in economics range from U.S. fiscal policy to an understanding of international trade.

Era of Revolutions (1750 - 1914)

The Era of Revolutions World History unit includes the revolutions and wars occurring in civilizations and empires from 1750 to 1914 as well as global trends and ideologies prevalent during this time.

- The learner will be able to explain how various factors, such as industrialization, migration, diets, scientific achievements, and medical accomplishments, created significant changes in world population and urbanization between 1750 and 1914.
- The learner will be able to examine various factors, such as the Seven Years War, Enlightenment thought, and/or rising internal economic crisis, that impacted political conditions in Old Regime France.
- The learner will be able to describe various changes, such as political, religious, social, educational, familial, and/or women's status, in France as a result of the revolution.
- The learner will be able to evaluate the effect of the Haitian Revolution on race relations and slavery in the French empire.
- The learner will be able to discuss Latin America's increasing dependence on the global market in the 19th century.
- The learner will be able to examine the political and ideological objectives of the Latin American independence movement between 1808 and 1830.
- The learner will be able to examine the impact of various revolutions, such as the American, French, Haitian, and/or South American rebellion, on the Latin American independence movement.
- The learner will be able to compare and contrast Latin American revolutions with those in America, France, and Haiti.
- The learner will be able to evaluate the successes and failures of democracy in post-independent Latin American nations.
- The learner will be able to evaluate the impact of international investment on the power of landowners and the urban middle class in Latin America.
- The learner will be able to evaluate the impact of international trade on the power of landowners and the urban middle class in Latin America.

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- The learner will be able to evaluate the role of economics in the rise of industrialization in England.
- The learner will be able to evaluate the role of technology in the rise of industrialization in England.
- The learner will be able to examine connections between industrialization and the growing world economy of the 16th through 18th centuries.
- The learner will be able to examine connections between reform ideologies and industrialization, democratization, and nationalism.
- The learner will be able to examine how people in various societies continued social and cultural traditions and resisted change during the era of Western hegemony.
- The learner will be able to compare and contrast industrialization and its impact on society in countries such as Great Britain, France, Germany, Russia, Japan, and/or the United States.
- The learner will be able to identify the role of Father Miguel Hidalgo in the Mexican Revolution.

Civics and Government

The Civics and Government unit combines United States democratic principles, structure and historical documents with governmental systems found throughout the world.

- The learner will be able to understand interpersonal relationships and analyze reasons for compromises.
- The learner will be able to provide a definition for the term "government".
- The learner will be able to understand the democratic process.
- The learner will be able to describe the different purposes constitutions serve.
- The learner will be able to provide a definition for the term "civic life".

- The learner will be able to draw conclusions about different types of government.
- The learner will be able to identify characteristics of limited types of government.
- The learner will be able to identify characteristics of unlimited types of government.
- The learner will be able to describe key arguments on the necessity of government.
- The learner will be able to understand interpersonal relationships and analyze reasons for compromises.
- The learner will be able to provide a definition for the term "civic life".
- The learner will be able to describe the different purposes constitutions serve.
- The learner will be able to provide a definition for the term "government".
- The learner will be able to identify characteristics of limited types of government.
- The learner will be able to describe key arguments on the necessity of government.
- The learner will be able to understand the democratic process.
- The learner will be able to draw conclusions about different types of government.
- The learner will be able to identify characteristics of unlimited types of government.

Early Common Era (300 - 1450)

The Early Common Era World History unit includes the social, cultural, and political aspects of societies, civilizations, and empires that existed from 300 to 1450 CE.

- The learner will be able to describe key characteristics of the Anasazi people.
- The learner will be able to describe key characteristics of the North American mound-building peoples.

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- The learner will be able to describe key characteristics of the Pueblo people.
- The learner will be able to describe key characteristics of the Toltec people.
- The learner will be able to examine the building of the Aztec Empire in the 14th and 15th centuries.
- The learner will be able to describe key characteristics of culture in the Aztec Empire.
- The learner will be able to describe key characteristics of government in the Aztec Empire.
- The learner will be able to describe key characteristics of society in the Aztec Empire.
- The learner will be able to examine the collapse of the Aztec Empire.
- The learner will be able to examine what caused the Hundred Years War.
- The learner will be able to understand the effect of Christopher Columbus' voyages on the colonization of the Americas.
- The learner will be able to compare the economies of the Aztec and Inca Empires.
- The learner will be able to compare the governments of the Aztec and Inca Empires.
- The learner will be able to compare the religions of the Aztec and Inca Empires.
- The learner will be able to examine the collapse of the Inca Empire.
- The learner will be able to describe the development of Inca political practices.
- The learner will be able to describe the development of Inca social customs.
- The learner will be able to examine the growth of the Inca Empire.
- The learner will be able to examine the unification of the Inca Empire.
- The learner will be able to determine the role of agriculture in the expansion of the Mali Empire.
- The learner will be able to track the growth of the Mali Empire.
- The learner will be able to compare and contrast the Mayan, Aztec, and Inca civilizations.
- The learner will be able to assess Mayan accomplishments, such as the invention of a calendar.
- The learner will be able to make inferences about different opinions of how and why Mayan civilization declined.
- The learner will be able to name key characteristics of Mayan civilization.
- The learner will be able to assess Mayan accomplishments in mathematics.
- The learner will be able to examine the building of the Aztec Empire in the 14th and 15th centuries.
- The learner will be able to describe key characteristics of culture in the Aztec Empire.
- The learner will be able to describe the development of Inca political practices.
- The learner will be able to describe the development of Inca social customs.
- The learner will be able to name key characteristics of Mayan civilization.
- The learner will be able to assess Mayan accomplishments in mathematics.
- The learner will be able to demonstrate an understanding of the major accomplishments of the Olmec civilization.

Ancient Era (1000 BCE - 300 CE)

The Ancient Era World History unit includes the social, cultural, and political aspects of societies and civilizations that existed from 1000 BCE to 300 CE.

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- The learner will be able to demonstrate an understanding of the major accomplishments of the Olmec civilization.

Exploration

Exploration of the world from nomadic settlement during the Ice Age to European colonization and settlement of their world.

- The learner will be able to understand the effect of Christopher Columbus' voyages on the colonization of the Americas.

Economics

The Economics unit includes core concepts, such as supply and demand, goods and services, income, and employment, as well as United States and world economies.

- The learner will be able to identify the cause and effect of economic change.
- The learner will be able to analyze free enterprise.
- The learner will be able to understand the concept of investment and incentives.
- The learner will be able to distinguish between the economic responsibilities for public and private properties.
- The learner will be able to understand the problem of scarcity.
- The learner will be able to define economic terms, such as deficit.

Geography

The Geography unit includes United States and world geography, map and globe skills, Earth characteristics, and geographic tools and concepts.

- The learner will be able to associate geographical factors with climate.
- The learner will be able to associate geographical factors with urban growth.

- The learner will be able to examine how population growth, urbanization, industrialization, warfare, and/or the global market economy have influenced environmental changes in the 20th century.
- The learner will be able to evaluate the efforts of governments and citizens' groups at protecting the world's natural environment.
- The learner will be able to analyze the environmental consequences of people altering the natural land.
- The learner will be able to recognize the consequences of human technological advancement on the environment.
- The learner will be able to identify a location using the latitude lines on a map.
- The learner will be able to demonstrate knowledge of world patterns of resource distribution.
- The learner will be able to demonstrate knowledge of world patterns of resource utilization.
- The learner will be able to understand how demographics influence population characteristics of an area.
- The learner will be able to identify the reasons for the distribution of cities throughout a particular region.
- The learner will be able to identify settlement patterns of various racial, ethnic, and religious groups.
- The learner will be able to describe world population trends.
- The learner will be able to associate heavily populated areas with abundant water supply.
- The learner will be able to make inferences about geographic regions.
- The learner will be able to associate a region with its natural resources.
- The learner will be able to identify natural resources found in the United States.

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- The learner will be able to associate a country with a hemisphere.

Culture

- The learner will be able to compare and contrast similarities and differences between the Aztec and Inca Empires.
- The learner will be able to compare the economies of the Aztec and Inca Empires.
- The learner will be able to compare the governments of the Aztec and Inca Empires.
- The learner will be able to compare the religions of the Aztec and Inca Empires.

Geography

The Geography unit includes United States and world geography, map and globe skills, Earth characteristics, and geographic tools and concepts.

- The learner will be able to associate a country with a hemisphere.

Culture

- The learner will be able to examine the unification of the Inca Empire.
- The learner will be able to assess Mayan accomplishments, such as the invention of a calendar.
- The learner will be able to examine the growth of the Inca Empire.
- The learner will be able to describe key characteristics of government in the Aztec Empire.
- The learner will be able to describe key characteristics of society in the Aztec Empire.
- The learner will be able to compare the social customs of the Aztec and Inca Empires.
- The learner will be able to make inferences about different opinions of how and why Mayan civilization declined.

Research and Inquiry

- The learner will be able to explain the factors contributing to the onset of the American Revolution.

Speaking

- The learner will be able to identify characteristics of limited types of government.