

COMMUNITY UNIT SCHOOL DISTRICT 200

World Civilizations High School Intermediate Level – Two Semesters

1. Subject Expectation (State Goal 14) **The student will understand, analyze, and compare political systems, with an emphasis on the United States.**

Essential Learning 1 (Learning Standard B)	Understand the structures and functions of the political systems of Illinois, the United States and other nations
---	--

- Critical Content 14.B.4 a. compare the political systems of the United States to other nations
- illustrate how the Athenian democracy and Roman Republic gave rise to the American democracy
 - evaluate the impact of Communist dictatorships upon governmental decision making
 - identify the political system in various countries throughout history (e.g.: Communism in Soviet Union and China; Khmer Rouge in Cambodia; Yugoslavian dictatorships; Chinese dynastic rule; etc.)
- 14.B.5 b. analyze similarities and differences among world political systems (e.g., democracy, socialism, and communism)
- compare dictatorship, democracy, republic, aristocracy, monarchy, feudalism and theocracy
 - distinguish between absolute and limited monarchical systems

Essential Learning 2 (Learning Standard E)	Understand United States foreign policy as it relates to other nations and international issues
---	--

- Critical Content 14.E.5 a. analyze relationships and tensions among members of the international community
- trace the development of the Jewish-Arab conflict over Palestine/Israel
 - demonstrate how historical events have impacted current conflicts in regions around the world (e.g.: Northern Ireland, Israel, Kashmir, former Yugoslavia, African political unrest)
 - chart the development of Cold War tensions and the subsequent thawing of relations between the Soviet Union and the United States

- identify the role of the United Nations in its involvement in world affairs

2. Subject Expectation (State Goal 15) The student will understand, analyze, and compare economic structures of the US and other nations.

Essential Learning 1 (Learning Standard A)	Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services
---	--

- Critical Content 15.A.4a a. explain how national economies vary in the extent that government and private markets help allocate goods, services and resources
- critique socialism and capitalism (e.g., benefits, drawbacks)
 - identify the four economic systems: Traditional, Command, Market, and Mixed
 - chart the strengths and weaknesses of mercantilism

Essential Learning 2 (Learning Standard C)	Understand that scarcity necessitates choices by producers
---	---

- Critical Content 15.C.4a a. analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions
- evaluate the goal and outcome of governmental initiatives toward modernization
 - Stalin’s 5-year plans
 - Mao Ze Dong’s Great Leap Forward
 - Bismarck’s Blood and Iron
 - Rome’s expansion efforts
 - recognize the struggles newly independent nations face regarding industrial production (lack of stability, resources and political/economic organization)

3. Subject Expectation (State Goal 16) The student will understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Essential Learning 1 (Learning Standard A)	Apply the skills of historical analysis and interpretation
---	---

- Critical Content 16.A.4a a. analyze and report historical events to determine cause-and-effect relationships
- understand the effect of ancient history and modern events (e.g., World War I) on the Arab-Israeli conflict

- determine the factors relating to the fall of the Roman Empire
 - evaluate how technological innovations have contributed to the spread of knowledge
 - recognize how the imperialism of Africa fostered overpopulation and civil wars
 - analyze the effects of World War II upon ethnic clashes in the Balkans
 - appraise how social class structure fostered the movement toward Communism in China and the Soviet Union
- 16.A.4b b. compare competing historical interpretations of an event
- distinguish between the Israeli and Arab claims to land in the Middle East
 - distinguish between the Protestant and Catholic claims to land in Northern Ireland
 - contrast Hindu and Muslim views on the formation of an independent India/Pakistan
 - critique the impact of imperialism upon nations from the point of view of both the imperialist nation and the colony
 - discuss the lingering view points of the Crusades and its correlation to contemporary events
- 16.A.5a c. analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings)
- use primary and secondary sources to trace the development of a historical issue
 - defend an opinion in a public discussion on a relevant historical topic

Essential Learning 2 (Learning Standard B)	Understand the development of significant political events
---	---

- Critical Content
- 16.B.4a a. identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships)
- discuss the conflict between faith and reason as shown by historical figures, such as Galileo
 - understand how governments (monarchies of Europe) were affected by Enlightenment thinkers, such as Locke, Hobbes, Rousseau, and Montesquieu
 - appreciate the changes the Renaissance brought to fields like art and literature
 - summarize how the age of exploration increased global awareness
- 16.B.4b b. identify political ideas from the early modern historical era to the present which have had worldwide impact (e.g., nationalism/Sun Yat-Sen, non-violence/Gandhi, independence/Kenyatta)

- appraise the impact of Gandhi’s civil disobedience upon independence and civil rights movements
- evaluate of impact of Karl Marx’s philosophy upon communist revolutions in Russia, Vietnam, and China
- understand the connection of fundamentalism to the establishment of modern theocracies

**Essential Learning 3
(Learning Standard C)**

Understand the development of economic systems

- Critical Content 16.C.4a a. describe the growing dominance of American and European capitalism and their institutions after 1500
- relate how economic principles fostered European exploration
 - define mercantilism
 - connect the dominance of European capitalism to imperialism
 - summarize the growing pains associated with implementing capitalist principles in a former communist nation (e.g., contemporary Russia, Eastern Europe)
- 16.C.4b b. compare socialism and communism in Europe, America, Asia, and Africa after 1815 CE
- understand the tenets of the theory of communism
 - identify the introduction of free enterprise in some communist nations today (Vietnam, Cuba, China)
 - appraise the reasons for the collapse of communism throughout Eastern Europe and the Soviet Union
 - identify the differences between socialism (economic system) and communism (political system)
- 16.C.4c c. describe the impact of key individuals/ideas from 1500-present, including Adam Smith, Karl Marx, and John Maynard Keynes
- recognize the contributions of significant individuals who promulgated the theory of communism (e.g., Karl Marx, V.I. Lenin, Mao Ze Dong, Fidel Castro, Pol Pot, Josef Stalin)
 - define communism and capitalism
- 16.C.4d d. describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism
- support how the competitive nature of capitalism instigated world-wide movements such as imperialism and slavery

**Essential Learning 4
(Learning Standard D)**

Understand Illinois, United States and world social history

- Critical Content 16.D.4 a. identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements

- understand the impact of Martin Luther and John Calvin in initiating the Protestant Reformation
- recognize the contributions of Renaissance artists, writers, and thinkers on political and social history
- evaluate the role of Enlightenment thinking on the French Revolution
- link the Protestant Reformation with the conflict in Northern Ireland today
- critique the impact of the Industrial Revolution upon military and social history
- recognize the contributions to human rights by individuals, such as Gandhi and the Dalai Lama
- understand evolution of civil rights in various parts of the world (e.g.: end of European slave trade; end of apartheid, U.S. civil rights movement; gender equity anywhere)

Essential Learning 4 (Learning Standard E)	Understand Illinois, United States and world environmental history
---	---

- | | | | |
|------------------|---------|----|--|
| Critical Content | 16.E.4a | a. | describe how cultural encounters among peoples of the world (e.g., Colombian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500-present <ul style="list-style-type: none"> • evaluate how population growth has led to deforestation and desertification in Africa and/or South America • summarize how the introduction of industrialization has led to pollution and other environmental crises around the world (e.g., Japan, Europe, South America, China, etc.) • relate how imperialism has led to the depletion of natural resources in Africa |
| | 16.E.4b | b. | describe how migration has altered the world’s environment since 1450 <ul style="list-style-type: none"> • identify how physical geography impacts population growth, and the resulting impact upon environmental conditions (e.g., China, Russia, Japan) • identify causes of migration (e.g.: war, opportunity, religion) |

4. Subject Expectation (State Goal 17) The student will understand world geography and the effects of geography on society, with an emphasis on the United States.

Essential Learning 1 (Learning Standard A)	Locate, describe, and analyze places, regions, and features and their impact on the historical events in the United States
---	---

- Critical Content 17.A.4a a. use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration)
- locate, describe, and identify places, regions, and features on regional maps of the world
 - recognize the impact of the geographic features of an area on such topics as immigration, world wars, living patterns, and economic development
 - contrast the effects geographic features have had on the development of early civilizations
 - identify reasons why colonial powers sought to control regions of the world, such as Africa, Latin America, and east Asia
- 17.A.4b b. use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth
- infer how population density is impacted by geographic factors
 - hypothesize why human activity, such as imperialism and commerce, originate in specific regional areas
 - understand the link between geography and climate

Essential Learning 2 (Learning Standard B)	Analyze and explain characteristics and interactions of the Earth's physical systems
---	---

- Critical Content 17.B.4a a. explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and destructive processes
- infer the cultural ramifications of climate upon human development
 - distinguish between the vegetation and animal life of various climatic regions
- 17.B.4b b. analyze trends in world demographics as they relate to physical systems
- recognize the trend of civilizations to develop near water sources
 - analyze the factors that influence the diffusion of people, goods, and ideas
- 17.B.5 c. analyze international issues and problems using ecosystems and physical geography concepts
- analyze the impact of human development upon our environment, using current issues like deforestation and desertification
 - evaluate the role of the physical features of a nation and its impact upon the health, nutrition, and diet of regional peoples

Essential Learning 3 (Learning Standard C)	Understand relationships between geographic factors and society
---	--

- | | | | |
|------------------|---------|----|---|
| Critical Content | 17.C.4a | a. | <p>explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities</p> <ul style="list-style-type: none"> • summarize the development of human innovation from the earliest civilizations to the present • describe how the constructive and destructive actions of man have altered our environment • analyze how advancements in transportation has altered the physical geography of the world |
| | 17.C.4c | b. | <p>explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban)</p> <ul style="list-style-type: none"> • understand the influence of the Greek city-state on cultural economic development • relate urban development to class strife (e.g., Russian Revolution, French Revolution, Industrial Revolution) • recognize key economic centers throughout history in the regions of the world |
| | 17.C.5c | c. | <p>describe geographic factors that affect cooperation and conflict among societies</p> <ul style="list-style-type: none"> • connect world conflicts (e.g., Middle East, Kashmir) with the scarcity of resources • recognize the cause of border disputes around the world • identify the common geographic features that have given rise to regional cooperation (e.g., OPEC, NATO) |

Essential Learning 4 (Learning Standard D)	Understand the historical significance of geography
---	--

- | | | | |
|------------------|--------|----|--|
| Critical Content | 17.D.4 | a. | <p>explain how processes of spatial change have affected human history (e.g., resource development and use, natural disasters)</p> <ul style="list-style-type: none"> • analyze how weather conditions have affected Russia’s success in wars • recognize how significant weather patterns (e.g., typhoons, monsoons,) impact human activity |
|------------------|--------|----|--|

5. Subject Expectation (State Goal 18) The student will understand social systems with an emphasis on the United States.

Essential Learning 1 (Learning Standard A)	Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions
---	---

- | | | | |
|------------------|--------|----|--|
| Critical Content | 18.A.4 | a. | <p>analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies</p> <ul style="list-style-type: none"> • describe what “western civilization” means • categorize the ethnic and religious groupings of the former Yugoslavia and analyze the impacts of these differences upon ethnic strife |
|------------------|--------|----|--|

- compare the cultural differences between western and eastern civilizations (e.g., religions, customs, Analyze how the spread of Christianity and Islam have dramatically influenced the history of various world regions architecture)
 - analyze how the spread of Christianity and Islam have dramatically influenced the history of various world regions
 - identify how the Byzantine culture impacted Russian life and development
- 18.A.5 b. compare ways in which social systems are affected by political, environmental, economic and technological change
- summarize how the communist revolution in Russia altered existing social norms
 - analyze how European imperialism impacted tribal life in African nations

Essential Learning 2 (Learning Standard B)	Understand the roles and interactions of individuals and groups in society
---	---

- Critical Content 18.B.3a a. analyze how individuals and groups interact with and within institutions
- understand the role of national assemblies (e.g., Duma, Parliament, Congress, Estates General, Diet)
 - compare the educational process in various cultures with our own (e.g., Japan, Soviet Union, Athens, etc.)

Essential Learning 3 (Learning Standard C)	Understand how social systems form and develop over time
---	---

- Critical Content 18.C.4a a. analyze major cultural exchanges of the past (e.g., Colombian exchange, the silk road, the crusades)
- define diffusion
 - comprehend the components of the triangular trade
 - understand the cause and effects of the crusades on cultural development
 - identify the major trade routes along the silk road
 - recognize the significance of the Korean peninsula as a cultural bridge between Japan and mainland China
 - analyze how wars and conquest have impacted the diffusion of cultural traits