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## The development of a curriculum for a course in high school world history

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THE DEVELOPMENT OF A CURRICULUM FOR A COURSE IN  
HIGH SCHOOL WORLD HISTORY

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education: Vocational Education

---

by  
Ronald Lewis Combs

December 1997

THE DEVELOPMENT OF A CURRICULUM FOR A COURSE IN  
HIGH SCHOOL WORLD HISTORY

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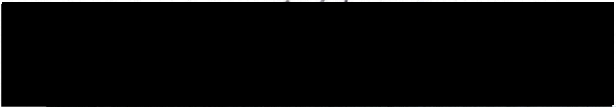
by  
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December 1997

Approved by:

  
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6/4/97  
Date

  
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## ABSTRACT

This project created a new and realistic curriculum of world history for tenth grade special education (Resource Specialist Program) students at Perris High School, in Perris, California. It is new in that there has not been such a course in the Special Education Department for two years, and a need exists to eliminate a discrepancy in attainment of passing grades. At present, the students must take the mainstream World History course. Consultation with both special education teachers and mainstream social studies teachers allowed the development of this course to align with the curriculum established for the mainstream students. It is anticipated the new course will yield results more indicative of how the average special education student is capable of attaining.

## ACKNOWLEDGEMENTS

There are so many people that have been instrumental in the preparation of this document. I would be remiss if Dr. Allen Truell was not first. Without his very wise and sound counsel, there is no way the project would have gone as smoothly as it has. My good friend Greg Doyle has supported my efforts for several years, and it is no exception on this one. He was there when I needed a boost. My colleagues at Perris High School, starting with Leslie De Roos, Principal; Robert Kuehl, Assistant Principal and former Special Education teacher; Ann Fedorchak, pseudo Department Chair; Lorna Hulstrum, Resource Specialist and strong supporter; Juanita Price, Special Day Class teacher and keeper of the Sanity Button; and the terrific cast of Instructional Aides (Gloria Verret (mine), Bea Greer, and Amy Gregorio), who have worked tirelessly to make me look good. Last, but certainly not least, my wonderful wife, Joanna, who has sweated and toiled with me for almost 25 years now. Her knowledge of formats, and typing speed twice mine, provided me with a seemingly effortless product. If I have forgotten anyone, I hope they will forgive me.

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## **CHAPTER ONE**

### **Background**

#### **Introduction**

The content of Chapter One presents an overview of this special education project. The context of the problem is discussed, followed by the purpose and significance of the project. Next, the limitations and delimitations that apply to this project are reviewed. Finally, a definition of terms is presented.

#### **Context of the Problem**

The need for a Resource Specialist Program World History course has increased due to the continual low grades achieved by special education students in the “mainstream” courses. The understanding of history and its impact on today is important to the critical thinking skills of special education students. The influence of the Middle East and its contributions to astronomy, mathematics, and medicine are vital to realizing how the world has achieved the status it enjoys today. Further, it is often said that “history repeats itself.” Most important is the need to understand the mistakes of the past, and learn from them when planning the future. The knowledge gained from a comprehensive study of history is useful, especially when traveling to other countries. Since the time to reach great distances has decreased from months to hours, and our commitments around the world sometimes require our presence in one form or another, an understanding of the contributions that particular state or area has provided the world will add to the experience.

Resource Specialist Program World History was taught at Perris High School as late as the 1995-1996 school year. The curriculum was originally based on a "Course of Study for Special Education," issued by the Perris Union High School District in January 1988, and used Exploring World History, Globe Publishing Company (1987), as the textbook. By 1994, it was evident that this text was inadequate. The Social Studies department then changed to History of the World, The Modern Era, Houghton Mifflin (1992). This text was in use by the mainstream teachers, and was adapted in terms of the amount of information presented in each lesson. The majority of special education students are not capable of absorbing and regurgitating information at the same rate as mainstream students.

Since its deletion from the curriculum, resource specialist program students have been failing the mainstream course at an unacceptable rate. For example, the first semester of the 1996-1997 school year revealed that all but four special education students received either a "D" or "F" in the World History curriculum. Of these students, fully one-half failed. A comprehensive analysis showed the regular social studies teachers had not adjusted their lessons and grading requirements to account for the special education students. This situation has increased the need for a well defined Resource Specialist Program World History course.

### **Purpose of the Project**

The purpose of the project is to design a two-semester course curriculum in World History for high school students. Specifically, the curriculum will serve tenth grade

students at Perris High School in Perris, California. The content of the curriculum consists of the following: (1) a review of ancient and medieval history; (2) the transition to modern times, European exploration and colonization, a changed and changing world; and powerful states in Europe; (3) the rising tide and revolution; (4) industrialization and its impact; (5) western imperialism; (6) civilization in crisis; and (7) the contemporary world.

### **Significance of the Project**

The current mainstream World History curriculum is not sufficient to assist special education students in the required understanding of history. This curriculum provides students with the skills necessary to gain and maintain a fuller understanding of world history.

### **Limitations and Delimitations**

A number of limitations and delimitations surfaced during the development of this project. The limitations and delimitations are presented in the next section.

**Limitations.** The following limitations apply to this project.

1. The original course was based on a textbook no longer in use.
2. The original requirements for competency were based on a textbook no longer in use.
3. The Perris Union High School District did not develop new competency requirements when a textbook used by the mainstream curriculum was adapted to the resource specialist program world history course.

**Delimitations.** The following delimitations apply to the project.

1. The present textbook is ideal and compatible for instruction to resource specialist program students.
2. The resource specialist program curriculum will not need to be modified to any appreciable degree.

### **Definition of Terms**

The following terms are defined as they apply to this project.

Eligibility-the guidelines established determine if a student is to be given special education services.

Mainstream – The curriculum developed and used for regular curriculum students.

Resource Specialist Program – A specifically designed program that meets the competency requirement of “mild-to-moderate” learning handicapped students.

Unit - A particular set of chapters in the text that relate to the major topic under discussion. There are ten units in the curriculum.

World History - A course of study by high school students that provides them with an understanding of our world and how it developed.

### **Organization of the Project**

This project is divided into five chapters. Chapter One provides an introduction to the context of the problem, purpose the project, significance of the project, limitations and delimitations, and definition of terms. Chapter Two consists of a review of the literature. Chapter Three outlines the population to be served and the project design. Chapter Four

reviews the budget required for implementing the projects. Chapter Five presents the conclusions and recommendations gleaned from the project. The project and references follow Chapter Five.

## CHAPTER TWO

### Review of the Literature

#### Introduction

Chapter Two presents a detailed discussion of the who, what, when, and why of the Resource Specialist Program World History course. Specifically, the requirements to qualify as a learning handicapped (LH) student; a brief summary of students not LH qualified, but who are admitted due to behaviors; and a synopsis of when the course is taught, and the content of the course.

#### Eligibility

The determination of whether a student receives special education services is in the hands of the Individual Education Program team. This is determined by a series of scores developed from tests, observation of the student, and past history. At present, Perris High School has a daily average of 175 students receiving services.

#### The Curriculum

The textbook used in this course, History of the World: the Modern Era, briefly summarizes ancient history, and concentrates on the advances that have occurred since the reformation and renaissance. This conforms with the goals and philosophy of the California history-social framework, a course that starts in the sixth grade with a study of the ancient world, and culminates with the government and economics courses in the twelfth grade. The course of study for world history is separated into seven units. Each are explained in sufficient detail to provide a basic understanding of what is taught.

## **The Rise of Civilization**

A better understanding of why there is a need to study history, how to use the book, and a geography review are the first items to be discussed. This introductory material needs to be discussed before the first unit of history.

**A Review of Ancient and Medieval History.** Upon completion of the introductory material, a review of ancient and medieval history begins the journey to how man is connected with the past. The rise of civilization (old stone age, new stone age, river valley civilizations, the ancient Middle East, India, China, and Greece) highlight this section. The Roman, Indian, and Chinese empires receive attention. The focus moves on to ancient Africa and the Americas. The medieval world, including the Byzantine and Russian civilizations, and the world of Islam are presented in fairly short order. A more detailed understanding of the Europe of old is followed by brief discussions of the influence of Islam in Asia, imperial China, and medieval Japan. Africa in the age of Islam, and the early peoples in the Americas end this section. (Burke, et al, 1987; Suter, 1990).

**The Transition to Modern Times.** The renaissance and reformation begin the “rebirth” of societies through their writings (Shakespeare), paintings and sculptures (Michelangelo and da Vinci), and desires to expand. The exploration of new territories by European powers, and the subsequent colonization of a vast portion of the world give students a better understanding of how we came to be. Columbus, Magellan, and a host of explorers are discussed in detail. The conquest of the Indians in the Americas by the Spanish, and the Dutch, French, and English colonies in North America conclude this

particular section. The result of the explorations and colonizations brought about a surge of economic prosperity, which spawned a new economic system: capitalism. In addition, the world's population shifted, particularly in the Indian (decrease) and African tribes (slavery). This brought about cultures mixing with other cultures, and the demise of many proud and singularly effective civilizations. This brings about a more detailed discussion of the slave trade, with the focus on the economic, political, and social effects of this lucrative business. Finally, the impact of the powerful states in Europe is discussed. The tremendous influence of Spain, its' domination over a large part of the world, and its' intolerance of religious freedom, demonstrate why they eventually became a second rate power. Religious freedom was not exclusive to Spain. The French, Germans, and Austrians fought wars over this issue. As the church lost power, the monarchies took over, and revolutions eventually sealed their fate. (Suter, 1990).

**The Rising Tide of Revolution.** As the world became smaller due to colonization, people began to discover more and more about themselves. Scientific advances in astronomy(Copernicus, Galileo, and Newton), anatomy (Leeuwenhoek), and philosophy (Descartes) shaped our view of life heretofore unknown. With the scientific thinking, social philosophers (Hobbes, Locke, Voltaire, Montesqieu, and Rousseau), started calls for reform of man. Women and their contributions begin to show up. This is also the period where the greatest composers lived. Not to be forgotten, the American colonies revolt over the treatment by King George III. This, the war of independence, and the new government, are discussed in detail. The parallel revolution of the French is



presented in even more detail. Part of the reason for this is the difference in philosophy: the French did not want to form a new government, they wanted to dismantle it. All the fighting gave France its first great leader: Napoleon. His domination of Europe, defeat in Russia, and his eventual downfall, are discussed at great length. The Latin American countries gained their independence in the same approximate period. Columbia, Haiti, Bolivia, Peru and Mexico are highlighted. Not all was a bed of roses. The new nations had to overcome internal and external influences that threatened to tear them apart. With the loss of power in their colonies, the European nations faced new problems. In the political arena, conservatives, liberals, and nationalists fought to have their ideas accepted. Monarchies sprang up again. Not to be outdone, another movement reared its head: romanticism. New directions in art and literature (Delacroix and Byron), as well as music (Chopin and Tchaikovsky) stand out as the finest contributions of the time. With the economic crises in Europe in the mid 1800s, revolutions in France, Austria, and Hungary brought about some change. Italy and Germany unified later in the century, which made Germany a powerful nation going into the twentieth century. (Burke, et al, 1987: Johnston & Steffensen, 1966).

**Industrialization and Its Impact.** A major contributor to our success today was the Industrial Revolution. It can be traced back to England, and the advantages it had: a large labor supply, natural resources, sufficient capital, effective transportation, markets for their goods and services, and government support. New inventions in the textile industry, a better way of processing iron ore, the steam engine (second most important

after the wheel), and better ways of using electricity, highlight the positive side of the revolution. However, factories became dangerous to workers, pay was low, and child labor was rampant. This is not to say all was terrible. Goods and services became plentiful, and societies benefited greatly. The industrialization of nations also affected their political lives. Within the context of seeing the upheaval caused by the revolution, a man came on the scene who would have a tremendous impact on the world: Karl Marx. His economic theory of man rising up and beating his oppressors spawned the world of communism. (Burke, et al, 1987: Perry & Scholl, 1992).

Democratic reforms, such as the right to vote and womens rights, highlight this era. Labor unions took hold, education reforms brought improvements in how people learned, and business expanded at an astounding rate. Under a man by the name of Bismarck, Germany became the power mentioned earlier. This is chronicled in great detail. Russia did not escape the spotlight. Their imperialist ways created the conversion to socialism in the early part of the 20th century. A population boom did not ease the tensions among nations at the start of this century. The change from agrarian to urban societies created major problems for governments. Advances in medicine, education, and new social structures added to the need to adapt quickly. Of no small importance are the advances in chemistry and physics (Madame Curie, Einstein), evolution (Darwin), and psychology (Freud). The arts cannot be left out of the discussion, as some of the greatest modern painters (Monet, Gaugin, and Picasso), and writers (Dostoyevsky, Tolstoy, and Dickens) lived at this time. With all the tremendous momentum gained by these advances,

some felt it was not to their advantage. Racism and anti-semitism have their roots here. (Jordan, Greenblatt, & Bowes, 1991: Perry & Scholl, 1992).

**Western Imperialism.** The industrial revolution allowed nations to broaden their territories. Railroads made transportation easier, in terms of getting somewhere, and telephone and telegraph lines put long distances at the touch of a finger of voice. A world market developed, with gold as the standard of currency. Thus, international trade increased. Immigration from Europe brought new problems, and Asian immigrants helped build the far western united states. An attitude developed: western world people are superior to all others, and know what is right for them. Hence, the empires of Britian, France, The Netherlands, and even America (manifest destiny). Our civil war was a result of the superior idea, and we fought a war with Spain to enforce our will in “our” backyard. Efforts to gain freedom in the territories brought about the eventual breakup of the British Empire. The decision to leave Ireland under their rule caused many a tough fight for Britain. (Burke, et al, 1987).

Asia did not escape the tentacles of imperialism. Britain, France, and The Netherlands staked claims. Basically, Britain and France decided not to interfere with each others claims. So, they made Thailand (Siam) a buffer zone, where neither one would settle. India took most of the brunt of British imperialism, and their plight is outlined in great detail. France made Southeast Asia (Indochina) their property, while China was considered to be British. Just like India, China and its problems with British rule are heavily discussed. Of interest to the United States, Japan was opened to our trade

in the mid eighteenth century. Their struggle to achieve power in the world is chronicled in detail. The “dark continent”, Africa, was also a pawn in the need to expand western influence. Britain, France, and Belgium, along with Germany and The Netherlands, carved out niches in Africa. The detailing of these efforts is quite extensive. (Suter, 1990).

**Civilization in Crisis.** The twentieth century dawned with a rapidly changing world. Man was introduced to the automobile, and the Wright Brothers proved we could soar to the clouds. Nations made alliances that would start the most costly war to that point in history (World War I). The war is covered in quite a bit of detail, including United States involvement. As the war came to a close, President Wilson envisioned a world of peace, with the League of Nations monitoring. His effort failed at home. The restrictions placed on Germany created a terrible economic time, which later produced an even greater conflict. Of significance, women’s rights received limited gains. While Western Europe was savaged by war, Russia ended up with a more devastating result: the overthrow of the czar, and the institution of socialism. (Burke, et al, 1987).

The formation of the Soviet Union and the leaders who shaped one of the worst governments in history is discussed a lengthy detail. Men like Lenin, Trotsky, and Stalin showed the world what it was like to live under a communist regime. Governing through a central body, collective farming, and the political terror unlike anything seen up to that time (in terms of people murdered). While all this was going on, Western Europe was reeling from the devastation wrought by the war. Inflation was spiraling upward faster than it could be kept up with. Italy and Germany replaced their leaders with two of the

men who would involve the world in the last of the world wars. They used the Spanish Civil War (Spain had a dictator like Italy and Germany) to hone their armies' skills. The culture of the time brought about writers like Hemingway and T.S. Eliot, jazz blossomed, and radio and movies became the way to enjoy time off. Another nation had its eyes on greener pastures: Japan. They attacked China in an attempt to establish dominance in the Far East. In the Middle East, Turkey became a republic, Iran was established, and Arabia was unified. With the discovery of oil in the region, a battle line was drawn over who would control it. It is easy to see why the Second World War began: economics. Germany blamed the Jews for all their economic woes, and Japan felt the might of the United States choking off their oil supply. The war is discussed in great detail, along with its aftermath. The nuclear age arrived, technology advanced at a very high rate of speed, and women gained even more rights. (Shoop, 1988).

**The Contemporary World.** After World War II, the United States became the free world's protector, and the Soviet Union took up the cause of undermining that role. The result of this power game came to be known as the Cold War. The United States expended huge amounts of money to rebuild war torn Europe, and the Soviet Union tried to expand their territories of Eastern Europe. This competition to prove who was best created two diametrically opposed races to see who was indeed the best: space and nuclear. During this time, Western Europe was recovering and becoming a major trading market. They formed alliances with each other, and the United States, in order to protect themselves from the Soviet Union. (Burke, et al, 1987: Perry & Scholl, 1992).

Soviet leaders like Krushchev and Brezhnev were openly hostile to the tremendous gains of the western world. However, Gorbachev brought about reform, and the Soviet Union disappeared, closing out a very sad period for the world. With the freedom granted to Eastern Europe, democracy flourished. Asia began to develop as a major market, and Japan became the leader. Unfortunately, China did not choose to follow the lead of its neighbors, and remains a Communist nation today. With the backing of China, North Korea demonstrated their intentions to dominate the Korean Peninsula. India showed the world what peaceful protest will accomplish, the other nations around them did not heed their advice. Bloody battles for Pakistan and Afghanistan highlight this era. Southeast Asia did not escape the wrath of the communist ways. North Vietnam felt that South Vietnam was theirs for the taking. The United States became embroiled in a very costly conflict. This is covered in detail. The Middle East proved to be a volatile hotbed of political, economic, and social problems. The partition of Palestine put into motion a very costly and ongoing conflict with Israel. This, and the strategic, as well as economic importance of the region is discussed at great length. Overlooked, but important as a market, Africa has blossomed in the last half of this century. (Burke, et al, 1987).

The political, economic, and social changes that have occurred are developed in great detail. The Americas are not left out. As they are made up of a very diverse group of nations, each is broken down and discussed in detail. Economic woes of the Central American countries, racial injustice in the United States, and South America's political nuances are given heavy emphasis. Finally, a wrap-up of how we can put the past,

present, and future into perspective. A lively discussion of the spectacular advances we have made in space, medicine, computer technology, and the future of superconductors. The development of a global economy, a population explosion, and multinational corporations highlight the world of international relations. Lastly, the changes in cultures and societies, on all fronts, ends our study of how we came gatherers/hunters, to space explorers. (Burke, 1987: Suter, 1990).

### **Summary**

This chapter presented an accurate portrayal of those entitled to services under the law and the intent of the curriculum by reviewing the literature involved in its preparation. The outline of the curriculum was designed to progress from the earliest points of history to the present day.

## **Chapter Three**

### **Methodology**

#### **Introduction**

Chapter Three details the steps used in developing the project. Specifically, the population served is discussed. Next, the curriculum development process including the curriculum structure and content validation is presented. Lastly, the existing programs are delineated. The Chapter concludes with a summary.

#### **Population Served**

The curriculum was developed specifically for tenth grade students of the Perris High School special education department. The curriculum is appropriate for use at Perris High School, since it was developed utilizing the same textbook used by the social studies teachers at Perris High School. The curriculum was developed in consultation with Mr. Robert Ellingson, social studies department chair, and faculty in the special education department. The outline used by the social studies department was the guideline for curriculum content and development.

#### **Curriculum Development**

The next section of the project provides an overview of the curriculum development process. Specifically, the curriculum structure and content validation process are reviewed.

**Curriculum Structure.** The curriculum was developed in accordance with the outline developed through consultation with regular and special education teachers at



Perris High School. This outline consists of the following: (1) course title, (2) grade level, (3) course length, (4) prerequisites, (5) course type, (6) course description, (7) basic text(s), (8) supplementary materials, (9) student objectives, (10) course outline, (11) instructional methods, (12) times of instruction, and (13) evaluation. The content for this curriculum was extracted from the existing program of the social studies department of Perris High School. Specific content revolves around periods of time and significant actions that shaped that particular era. Main headings include the transition to modern time (1350-1807), the rising tide of revolution (1500-1910), industrialization and its impact (1750-1914), western imperialism (1763-1914), civilization in crisis (1882-1945), and the contemporary world (1945-2000). The prerequisite for this course is completion of the Introduction to History course presented at Pinacote Middle School, Perris Union High School District. There are no provisions in the curriculum for students who transfer in from other districts, because the District follows the California history-social studies guidelines.

**Content Validation.** The content for this curriculum was validated in using two methods. One, an extensive review of the literature was conducted. The competencies identified as essential to obtaining and maintaining a meaningful understanding of history were included in the curriculum. Two, the curriculum was provided to teachers in both the social studies and special education departments. The curriculum was reviewed by the department faculty, and suggestions for improvement were provided. The suggestions

were incorporated into the curriculum. Ms. Leslie De Roos, Principal, Perris High School, reviewed and approved the final draft of the curriculum.

### **Existing Program**

In determining the existence of world history courses used in the resource specialist programs in the surrounding districts revealed that the Perris Union High School District had one rival: Val Verde Unified School District (Appendix A). The reason for this appears to be that Val Verde was part of the Perris Union family, until about two years ago. The concentration is on a short review of history from the beginning to the renaissance and reformation, and focus on that point forward. Colonization, exploration, wars of independence, the Industrial Revolution and the transition to the 20th century, and the vast technological advances of this century, are the most vital areas to be taught.

### **Summary**

The steps used in the development of this project were outlined. The population served was described, as was the curriculum development process. Lastly, the existing world history programs were presented.

## Chapter Four

### Budget

#### Introduction

Chapter four outlines the costs associated with implementing the proposed curriculum. Specific expenses are presented in the next section.

#### Budget Outline

50 Transparencies @ \$.60 each	\$30.00
20 Transparency Markers @ \$.24 each	\$4.80
Four Dozen #2 Pencils @ \$.12 each	\$5.76
Four Dozen Chalk Pieces @ \$.06 each	\$2.88
20 Reams Copy Paper @ #2.76 each	\$55.20
10,000 Copies, Worksheets @ \$.03 each	\$300.00
Three Dozen Portfolio Folders @ \$.12 each	\$4.32
Four, Three Inch Binders @ \$2.79 each	\$11.16
Four, One Inch Binders @ \$1.48	<u>\$5.92</u>
Total	\$419.14

#### Summary

Chapter Four outlined the expenses associated with the proposed curriculum. Specific costs were presented.

## **Chapter Five**

### **Conclusions and Recommendations**

#### **Introduction**

Included in Chapter Five is a presentation of the conclusions gleaned as a result of completing this project. Further, the recommendations extracted from this program are presented. Lastly, the chapter concludes with a summary.

#### **Conclusions**

The conclusions extracted from this project follow:

1. Based on the review of the literature and discussion with colleagues, the non-existing world history curriculum a Perris High School is needed.
2. Special education students graduating from Perris High School are not adequately educated in the events that have shaped our world for many thousands of years.

This does not allow them the opportunity to develop and sustain optimum usage of their abilities to process and evaluate information.

#### **Recommendations**

The recommendations resulting from this project follow:

1. The curriculum be reviewed and updated annually to ensure that the students are receiving the most current instruction possible.
2. Funds be set aside on an annual basis, so that when the existing information needs to be updated, the money will be available. This strategy will ensure that the students are receiving the most up-to-date information possible.

## **Summary**

Chapter Five reviewed the conclusions derived from the project. Lastly, the recommendations culminating from this project were presented.

**APPENDIXES: Special Education, World History**

**APPENDIX A:**

**Val Verde Unified-Existing Course**

## Val Verde Unified School District

### Course Outline

**Department:** History/Social Science - Modified for Special Education

**Course Title:** World History, Culture and Geography

**Target Group:**

*Special Ed	*Required	Grade	7
Chapter I	Elective		8
Remedial			*9
Regular			10
Bilingual			11
Advanced			12
Advanced Placement	New Course	Indepen-	
GATE	*Revision	dent Study	
All Levels			
College Prep			

\* Indicates Target Group

**Prerequisites:** Identified Special Education.

**Length of Course:** 36 Weeks

**Number of Credits:** 10

**Course Description:**

The major thrust for the identified Special Education student in Social Science is exposure to a Core Curriculum with emphasis on Reading in the Content Area and Study and Research Skills. The content will be addressed through use of a variety of strategies, including use of educational technology. The regular and special education teachers will work together to provide the best possible program for the mainstreamed student.

The general Individual Education Plan (IEP) academic goals of each identified student may be met through practice of and assistance with specific competencies included in this course.

It should be noted that some competencies will be given more attention than others according to individual IEP's.

**I. Content**

This section itemizes specific units to be taught.



## **First Semester:**

### **A. Unit 1: Orientation**

1. Political Cartoons / Basic Level
2. Critical Thinking Skills
3. Geography Skills
4. SO3R Study Method

### **B. Unit 2: Discovering the Cradles of Civilization**

1. Prehistory
2. Early Peoples of the Middle East
3. Early India
4. Early China
5. Early Japan
6. Ancient Greeks
7. Ancient Romans

### **C. Unit 3: Civilization in Transition**

1. Western Europe in the Middle Ages
2. Rise of Nation States
3. Renaissance
4. Reformation
5. Decline of Monarchy
6. Kingdoms of Eastern Europe

7. Muslim Peoples
8. Kingdoms of Africa
9. African Empires and Contributions

**Second Semester:**

**D. Unit 4: The Changing World**

1. Early Americans
2. Colonization of the New World
3. American Revolution
4. French Revolution
5. Rev. Spirit Around the World
6. Industrial Revolution
7. Russian Revolutionary Beginnings

**E. Unit 5: The World of Nationalism**

1. Modern Nationalism
2. Imperialism
3. World War I
4. World War II

**F. Unit 6: Your World**

1. USA in Twentieth Century
2. U.S. Foreign Relations in the Twentieth Century
3. Latin America & Canada in the Twentieth Century

4. Europe and the Modern World
5. Asia and the Modern World
6. Africa and the Modern World

## II. Instructional Strategies

This section specifies how the class will be taught.

- A. Lectures
- B. Overhead transparencies
- C. Partner activities
- D. Slide presentations
- E. Small group activities
- F. Audiovisual presentations
- G. Textbooks
- H. Objective and subjective tests
- I. Discussions
- J. Library and reference skills
- K. Cooperative Learning

## III. TEXTBOOKS AND SUPPLEMENTAL BOOKS

This section lists each publication used for this course.

- A. Textbook

Exploring World History

Globe Publishing Company, 1987

## B. Supplemental Books

### IV. SPECIFIC COURSE COMPETENCIES

This section specifies competencies the student should be able to demonstrate upon completion of the course.

#### SKILL COMPETENCY:

#### TEACHER METHOD

#### OF EVALUATING

The student should be able to...

#### SKILL COMPETENCY:

#### A. Cognitive

- |  |                        |
|--|------------------------|
| 1. Label continents and oceans.  | Discussions.           |
| 2. Label maps correlating with current events.   | Worksheets.            |
| 3. Utilize the Skim, Question, Read, Review, methods of study.   | Discussions.           |
| 4. Define basic terms to be used in discussions.   | Tests and worksheets.  |
| 5. Trace the development of man.   | Discussions and tests. |
| 6. Describe the various the types of human societies: hunting and gathering, pastoral, agricultural, and industrial. | Discussions and tests. |
| 7. Explain the impact of geography on the major river valley civilizations.  | Discussions and tests. |
| 8. Explain the political systems that developed in the river valley civilizations.                                   | Discussions and tests. |

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| 9. Discuss the importance of the development of an agricultural society.                   | Discussions and tests. |
| 10. Define theocracy and provide examples.   | Discussions and tests. |
| 11. Explain how trade affected the cultural development of the river valley civilizations. | Discussions and tests. |
| 12. Explain the concepts of monotheism and polytheism.                                     | Discussions and tests. |
| 13. Explain the religious beliefs founded in the Middle East                               | Discussions and tests. |
| 14. Describe how the geography of India has affected the development of the country.       | Discussions and tests. |
| 15. Explain the religious beliefs founded in India.  | Discussions and tests. |
| 16. Discuss how the religion of India has affected its growth & development.               | Discussions and tests. |
| 17. Explain why China's geography isolated China from the rest of the world.               | Discussions.           |
| 18. List three ways that China was more advanced than the rest of the world.               | Discussions and tests. |
| 19. Discuss Japan's island status & how  | Discussions and tests. |

- that fact affected Japan's development.
- |  |                        |
|--|------------------------|
| 20. Assess the effects of geography on the development of Greece.  | Discussions and tests. |
| 21. Compare and contrast Athen's democratic government with Sparta's totalitarian government.                      | Discussions and tests. |
| 22. Define democracy, direct democracy & city-state, & explain the differences.                                    | Discussions and tests. |
| 23. List the main Greek gods and goddesses   | Worksheets.            |
| 24. Describe Greek contributions to architecture.  | Discussions and tests. |
| 25. Discuss the role of women in society and compare to the role of women in America today.                        | Discussions.           |
| 26. Trace the development of the Roman Empire.   | Discussions and tests. |
| 27. Compare Greek and Roman government.  | Discussions and tests. |
| 28. Explain the contributions the Greeks & the Romans made to the form of government we have in the United States. | Discussions and tests. |
| 29. Identify famous Roman leaders and  | Worksheets and tests.  |

their contributions.

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| 30. Trace the decline of the Roman Empire.   | Discussions and tests. |
| 31. Define representative democracy & republic, and compare to Greek governmental contributions. | Discussions and tests. |
| 32. Compare and contrast Greek and Roman religion.   | Discussions and tests. |
| 33. Discuss the role of women in Roman society and compare to women in America today.            | Discussions.           |
| 34. Explain the impact of Christianity on the Roman Empire.                                      | Discussions and tests. |
| 35. Trace the development of feudalism after the fall of the Roman Empire.                       | Discussions and tests. |
| 36. Discuss the lifestyle of the serfs & the nobility.   | Discussions.           |
| 37. Explain the role of knighthood during the Middle Ages.                                       | Discussions.           |
| 38. Explain why the Black Death was a hemispheric catastrophe.                                   | Discussions and tests. |
| 39. Discuss the rise of Charlemagne  | Discussions.           |

and his contributions towards  
stabilizing Europe.

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| 40. Define monarchy & compare to the government in the U.S. today.  | Discussions and tests. |
| 41. Trace the development of towns and their role in changing social roles and economy.                     | Discussions.           |
| 42. Explain the purpose of the barter system.   | Discussions and tests. |
| 43. Explain the contributions made by the Church during this time period.                                   | Discussions and tests. |
| 44. Explain the purpose & results of the Crusades.  | Discussions and tests. |
| 45. Discuss the development of art and the role of the Church in both fostering & stifling its development. | Discussions.           |
| 46. Explain the educational system during the Middle Ages.  | Discussions.           |
| 47. Explain the purpose of the Magna Carta.   | Discussions and tests. |
| 48. Discuss the Hundred Year's War and the problems it solved and created.                                  | Discussions and tests. |
| 49. Define absolute monarchy and compare it   | Discussions and tests. |



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| 50. Trace the changes that occurred in Renaissance art.                                       | Discussions.           |
| 51. Identify three scientific inventions of the Renaissance.                                  | Discussions and tests. |
| 52. Discuss the Churches' opposition to science.  | Discussions.           |
| 53. Explain how the major cities of Europe developed.   | Discussions.           |
| 54. Discuss the beginnings of global trade.   | Discussions and tests. |
| 55. Explain Luther's complaints against the Catholic Church.                                  | Discussions and tests. |
| 56. Explain the development of the Protestant Movement.                                       | Discussions and tests. |
| 57. Discuss Calvin's followers, the Puritans, and their contribution to America.              | Discussions.           |
| 58. Explain why Henry VIII separated from the Catholic Church & formed the Church of England. | Discussions and tests. |
| 59. Discuss the reasons & results of the Counter Reformation.                                 | Discussions.           |

60. Explain the “balance of power” problem as it affected England, France, and Spain. Discussions and tests.
61. Discuss European economic changes that resulted from the colonization of the New World. Discussions.
62. Explain why the people of England executed their king & why they restored the monarchy. Discussions and tests.
63. Discuss the rise of Parliament’s power. Discussions.
64. Discuss absolute power in France & why it led to the destruction of the nobility. Discussions.
65. Explain how Byzantium kept culture alive after the fall of the Roman Empire. Discussions.
66. List the architectural, scientific, & cultural contributions of the Muslim world. Worksheets and tests.
67. Discuss the Slavic influence on Russia. Discussions.
68. Explain how the geography of Poland has had a major influence on the Polish nation. Discussions.
69. Explain how the geography of Russia has had major influence of Russia. Discussions.
70. Discuss the life of the serf in Russia. Discussions.

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| 71. Explain what Peter the Great did to modernize Russia.   | Discussions and tests. |
| 72. Discuss how African geography helped isolate many of the early African civilizations from the rest of the world.                      | Discussions and tests. |
| 73. Discuss the lifestyle(s) of the African people.   | Discussions.           |
| 74. Explain the origins of the African slave trade.   | Discussions and tests. |
| 75. Explain the lifestyle & human society developed in the American native population.  | Discussions.           |
| 76. Trace the route early Asians took to America and discuss the various theories explaining how the Western Hemisphere became populated. | Worksheets.            |
| 77. Explain how North America was a continent fully populated before colonization began.  | Discussions.           |
| 78. List three reasons that encouraged Europeans to come live in North America.   | Discussions and tests. |
| 79. Describe the differences between French, Spanish and English colonies.  | Discussions and tests. |
| 80. Explain the value of French support in the American Revolution and the French   | Discussions and tests. |

motivation for helping.

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|---|------------------------|
| 81. Discuss the effect of the American Revolution on the rest of Europe.                      | Discussions.           |
| 82. List three causes of the French Revolution.   | Discussions and tests. |
| 83. Discuss the rise of Napoleon.   | Discussions and tests. |
| 84. List three reason for growth of industry & discuss how human lifestyle changed.           | Discussions and tests. |
| 85. Describe two important inventions that stimulated the Industrial Revolution.              | Discussions and tests. |
| 86. Explain the absolute despotism of the Czar, & how it was able to develop.                 | Discussions.           |
| 87. Define communism and socialism and compare them to a democratic system of government.     | Discussions and tests. |
| 88. Explain how nationalism was a force in the unification of Germany & Italy.                | Discussions.           |
| 89. Explain three factors that motivated 19 <sup>th</sup> century Imperialism.                | Discussions.           |
| 90. List the major countries that carved up Africa & discuss the effects of cultural contact. | Discussions.           |

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| 91. Discuss the positive & negative effects of Imperialism on the Third World Nation.  | Discussions and tests. |
| 92. List three causes of World War I.  | Discussions and tests. |
| 93. List two key items of the Versailles Treaty.   | Discussions and tests. |
| 94. List the important leaders of W.W.II.  | Discussions and tests. |
| 95. Explain the philosophy of Nazism.  | Discussions and tests. |
| 96. Trace the development of the United Nations.   | Discussions and tests. |
| 97. State examples of global interdependence.  | Discussions and tests. |
| 98. Discuss the Age of Technology and its effect on the world.   | Discussions and tests. |
| 99. Compare the U.S. with three contemporary western and nonwestern cultures.  | Discussions.           |
| 100. Define and state an example of "détente."   | Discussions and tests. |
| 101. Explain the meaning of the "Cold War" & why it "heats" up.  | Discussions and tests. |
| 102. Explain the United States' role in Asia, South America, the Middle East, & Africa, & debate our right to be involved in other countries' affairs. | Discussions and tests. |
| 103. Describe the rise of communism in South   | Discussions.           |

& Central America.

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|---|------------------------|
| 104. State the main causes for continued revolutions in Central America during the 1970's and 1980's. | Discussions and tests. |
| 105. Explain the purpose of NATO & the Warsaw Pact.   | Discussions and tests. |
| 106. Explain Ghandi's successful use of passive resistance and the reasons that necessitated its use. | Discussions and tests. |
| 107. Describe the influence of Mao Tse-Tung in China.   | Discussions and tests. |
| 108. Explain the term "Apartheid" and the current unrest in South Africa.                             | Discussions and tests. |
| 109. Describe one of this centuries great natural disasters that has occurred in Ethiopia.            | Discussions.           |
| 110. Explain why African nations have little trust for western governments.                           | Discussions and tests. |
| <b>B. Affective.</b>  |                        |
| 1. Illustrate an awareness of contemporary history by supplying pertinent newspaper                   | Observation.           |

and magazine articles.

2. Freely express own opinion about historical, political or cultural issues. Discussions.
3. Recognize personal biases and be understanding of the opinions of others. Discussions.
4. Demonstrate a continuing desire to learn about history by reading additional material beyond the scope of the course. Observations.

C. Psychomotor

1. Teachers will select projects/activities appropriate to the lesson to reinforce and/or extend skills applicable to the lesson.

**APPENDIX B:**

**Perris Unified District-New Course**



## Perris Union High School District

### Course Outline

**Department:** History/Social Science - Modified for Special Education

**Course Title:** World History, Culture and Geography

**Textbook:** History of the World, The Modern Era

**Target Group:**

Special Education

Required

Grade 10

**Prerequisites:**

Identified Special Education

Completion of Middle School World History

**Length of Course:** 36 Weeks

**Number of Credits:** 10

#### **Course Description:**

Identified special education students in social science will be exposed to a core curriculum with emphasis in the content area, study, and research skills. The content will be addressed through use of a variety of strategies, including the use of educational technology. The regular and special education teachers will work together to provide the best possible program for the special education students.

The general Individual Education Plan (IEP) academic goals of each identified student may be met through practice of and assistance with specific competencies included in this course. It should be noted that some competencies will be given more attention than others according to individual IEPs.

## Content

This section itemizes specific units to be taught and the approximate number of teaching hours per unit.

### **First Semester:** Hours per unit

#### A. Unit 1: Orientation

- |                            |   |
|----------------------------|---|
| 1. Why Study World History | 1 |
| 2. Geography Review        | 2 |

#### Review of Ancient and Medieval History

- |                             |   |
|-----------------------------|---|
| 3. The Rise of Civilization |   |
| a. Birth                    | 1 |
| b. The Ancient Middle East  | 2 |
| c. Ancient India and China  | 1 |

- |                                     |   |
|-------------------------------------|---|
| 4. Classical Civilizations          |   |
| a. The Ancient Greeks               | 2 |
| b. The Roman Republic and Empire    | 3 |
| c. The Legacy of Rome               | 2 |
| d. Great Empires in India and China | 2 |
| e. Ancient Africa and the Americas  | 2 |

- |  |   |
|--|---|
| 5. The Medieval World                  |   |
| a. Byzantine and Russian Civilizations | 1 |
| b. The World of Islam                  | 2 |
| c. The Early Middle Ages in Europe     | 1 |
| d. New Forces in Medieval Europe       | 2 |
| e. Europe in Late Medieval Times       | 2 |

- |   |   |
|---|---|
| 6. Civilizations in Asia, Africa and the Americas |   |
| a. Asia After the Rise of Islam                   | 1 |
| b. Africa in the Age of Islam                     | 1 |
| c. Aztecs, Incas, and Other American Peoples      | 2 |

#### B. Unit 2: The Transition to Modern Times

- |                                  |   |
|----------------------------------|---|
| 1. Renaissance and Reformation   |   |
| a. The Spirit of the Renaissance | 1 |

b. Renaissance Literature and Art	2
c. The Reformation	3
2. European Exploration and Colonization	
a. Voyages of Exploration	3
b. Spanish and Portuguese Colonization	2
c. Dutch, English, and French Colonies	2
3. A Changed and Changing World	
a. A Revolution in Economic Life	2
b. New Populations in the Americas	2
c. Africa and the Slave Trade	2
4. Powerful States in Europe	
a. The Era of Spanish Domination	2
b. Religious Wars	2
c. Absolute Monarchy in France	1
d. The Triumph of Parliament in England	2
e. States in Eastern Europe	2
C. Unit 3: The Rising Tide of Revolution	
1. New Ideas in Europe, A New Nation in America	
a. New Scientific Views	2
b. Enlightenment Ideas and Reforms	2
c. The American Revolution	2
2. The French Revolution	
a. The Outbreak of Revolution	2
b. The Radical Stage of the Revolution	1
c. Napoleon's Conquest of Europe	3
3. New Nations in Latin America	
a. Latin American Independence	2
b. Challenges Facing the New Nations	2
4. Reaction and Revolution in Europe	
a. Europe After Napoleon	2
b. The Romantic Movement	2
c. The Revolution of 1848	1

D. Unit 4: Industrialization and its Impact

1. The West in the Industrial Age

- a. The Industrial Revolution 3
- b. New Economic Theories 2
- c. Political, Economic, and Social Reforms 3

2. Nationalism in Europe

- a. The Unification of Italy 1
- b. The Unification of Germany 1
- c. Decline of the Eastern European Empires 2

3. Europe in the Late 1800's

- a. An Industrial Society 2
- b. New Scientific Ideas 2
- c. New Trends in the Arts 2
- d. Threats to Europe's Stability 2

**Second Semester:**

E. Unit 5: Western Imperialism

1. The Expansion of the Western World

- a. Worldwide Developments 2
- c. The United States and the British Empire 2

2. Asia in the Age of Imperialism

- a. India Under British Rule 2
- b. Imperialism in China and Southeast Asia 2
- c. The Modernization of Japan 2

3. Imperialism in Africa

- a. Africa Before Partition 2
- b. The Conquest of Africa 2
- c. European of Africa 2

F. Unit 6: Civilization in Crisis

1. The First World War	
a. The Outbreak of War	2
b. The Course of the War	3
c. The Peace Treaties	2
2. Russia in Upheaval	
a. The Overthrow of the Czar	1
b. State-building Under Lenin	2
c. The Soviet Union Under Stalin	3
3. The World Between the Wars	
a. Dictatorships in Europe	2
b. The Western Democracies	2
c. Unrest in Asia and the Middle East	2
4. World War II	
a. The Path to War	3
b. The Conquest of Europe	2
c. War in the Pacific	2
d. Victory for the Allies	1
G. Unit 7: The Contemporary World	
1. Postwar Europe and the Soviet Union	
a. Cold War Tensions	2
b. The Recovery of Western Europe	2
c. The Soviet Bloc	2
2. New Directions for Asia	
a. Communist Rule in China	2
b. Turmoil in South Asia	2
c. New Economic Powers in the Pacific	2
d. Conflict in Southeast Asia	2
3. Challenges in the Middle East	



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