COURSE TITLE: Honors World History

DESCRIPTION OF COURSE:

World History is primarily a freshman elective. This course is designed to provide students with a broad understanding of the development of culture. Additionally, the course will examine the development of civilization on each of the five major continents. The course will focus on the economic, political, technological, religious, and social development of these regions. Significant reading and writing will be required, including a major term paper.

MAJOR CONCEPTS AND TOPICS:

1) Political Foundations and Development
   a) Development of different political systems
   b) Political impact of weapons development
   c) Political impact of mass movements
   d) Influence of religion on political systems
2) Contacts, Exchanges, and International Relations
   a) Interactions of peoples and governments
   b) Traders and merchants
   c) Military encounters
   d) Migrations
3) World Views and Value Systems
   a) Religious conflicts
   b) Philosophic systems
   c) Social theories
   d) Role of art, music, and literature on major ideas
   e) Values and conflicts
4) Economic Systems and Technology
   a) Distribution of wealth
   b) Labor systems
   c) Medical innovations
   d) Weapons development
   e) Political and economic power
5) Social and Cultural
   a) Urbanization
   b) Religious ideas
   c) Daily life
   d) Cultural continuity
   e) Diasporas
   f) Gender roles

Drafted 11/18/08 by Jim Maloney and Kristin Ozana
HONORS WORLD HISTORY COURSE COMPETENCIES

1. Students will understand that conflict and cooperation together shape local, national and international relations.

2. Students will understand that the role of citizens has evolved over time and place.

3. Students will understand how individuals, groups and societies interact with each other and with their physical and social environments.

4. Students will understand the underlying principles of individual and collective economic choices as well as major systems of production and commerce.

5. Students will understand that as various cultures interact or collide, each culture is impacted.

6. Students will understand that the growth of global interactions have impacted the political, social, and economic development of societies.

7. Students will understand that technological advancements have both positive and negative impacts on the development of societies.

8. Students will understand the trade-offs between freedom and security, and individualism and the common good.

9. Students will understand the changing patterns of class, ethnicity, race and gender in social and political relations.

10. Students will understand that people around the world express their feelings and ideas in art, literature, music and philosophy.

SOCIAL STUDIES PROCESS SKILLS

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

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3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

4. The student will understand that it is important to create and test generalizations and theses.

5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

6. The student will understand that it is important to calculate effects of decisions and decision-making.

### Major Concept #1
**Political Foundations and Development**

**Topics:**
- a. Development of different political systems
- b. Political impact of weapons development
- c. Political impact of mass movements
- d. Influence of religion on political systems

**Competencies:**
1. Students will understand that conflict and cooperation together shape local, national and international relations.
2. Students will understand that the role of citizens has evolved over time and place.
6. Students will understand that the growth of global interactions have impacted the political, social, and economic development of societies.
7. Students will understand that technological advancements have both positive and negative impacts on the development of societies.

**Knowledge/Skills:**
1. Describe the development of different political systems. (SS:WH:12:1.1)
2. Evaluate the strengths and weaknesses of international and regional political organizations. (SS:WH:12:1.2)
3. Analyze the impact on political institutions of mass movements. (SS:WH:12:1.4)
4. Evaluate the influence of religion on political systems. (SS:WH:12:1.5)

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5. Discuss the relationship between domestic and foreign policy.  
(SS:WH:12:3.2)
6. Recognize the increasing economic interdependence of the world’s countries (SS:GE:12.4.3)
7. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales. (SS:GE:12:4.5)
8. Evaluate how military encounters have often led to cultural exchanges.  
(SS:WH:12.2.2)
9. Assess the impact of migrations of peoples on the receiving societies.  
(SS:WH:12:2.3)
10. Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts. (SS:WH:12.2.4)
11. Describe how people’s difference in religion has often led to conflict in regions of the world. (SS:WH:12.3.1)
12. Consider the relationship between weapons development and political or economic power. (SS:WH:12.4.5)
13. Analyze struggles for cultural continuity by Diaspora communities.  
(SS:WH:12.5.3)

Process Skills:
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

Sample Performance Assessment (SPA) #1

You are a French soldier during World War I. Write a letter home explaining what your life is like in the trenches, include other forms of modern warfare developed and used during the war.

Topics in SPA #1

Interactions of peoples and governments, Military encounters, Domestic and foreign policies.

Social Studies Process Skills

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future and to changes over time.
**Addressed in SPA #1**

- 2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
- 3. The student will understand that it is important to evaluate and critique varied sources of information and use appropriate primary and secondary sources and to use technology to acquire information.

**World History Competencies addressed in SPA #1**

- 1. Students will understand that conflict and cooperation together shape the domestic development of nations as well as European relations.
- 4. Students will understand that the growth of continental interactions have impacted the political and social development of European societies.
- 5. Students will understand that technological advancements have both positive and negative impacts on the development of societies.

**SPA #1 Rubric**

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will produce a letter that: Recognizes the purpose and produces a clear and insightful response; Exhibits extensive research and critical analysis; Critically evaluates relevant data explaining modern warfare and its uses during World War I.</td>
<td>The student will produce a letter that: Recognizes the purpose and produces a clear response; Exhibits research and critical analysis; Evaluates relevant data explaining modern warfare and its uses during World War I.</td>
<td>The student will produce a letter that: Recognizes the purpose or produces a clear response; Exhibits data collection; Evaluates some data that explains modern warfare during World War I.</td>
<td>The student will produce a letter that: Recognizes limited aspects of task; Produces limited organization; Exhibits little data collection; Evaluates limited data that explains modern warfare during World War I.</td>
</tr>
</tbody>
</table>

**Sample Performance Assessment (SPA) #2**

You loved *A Tale of Two Cities* so much, that you've decided to write a sequel. In this short story, you write about the lives of Dr. Manette, Lucy and Darnay and Monsieur Defarge. You need to research what life would have been like for these types of people after the Reign of Terror was over.

**Topics in SPA #2**

Development of different political systems, political impact of mass movements.

**Social Studies**

- 1. The student will understand that it is important to differentiate and make relevant connections to the past,
### Process Skills Addressed in SPA #2

1. Students will understand that conflict and cooperation together shape local, national and international relations.

2. Students will understand that the role of citizens has evolved over time and place.

3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

### World History Competencies addressed in SPA #2

1. Students will understand that conflict and cooperation together shape local, national and international relations.

2. Students will understand that the role of citizens has evolved over time and place.

6. Students will understand that the growth of global interactions have impacted the political, social, and economic development of societies.

8. Students will understand the trade-offs between freedom and security, and individualism and the common good.

9. Students will understand the changing patterns of class, ethnicity, race and gender in social and political relations.

### SPA #2 Rubric

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<tbody>
<tr>
<td>The student will produce a story that:</td>
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<td>The student will produce a story that:</td>
<td>The student will produce a story that:</td>
</tr>
<tr>
<td>Illuminates the purpose and produces a clear and insightful analysis;</td>
<td>Demonstrates the purpose and produces a clear analysis;</td>
<td>Addresses main ideas in a limited way;</td>
<td>Demonstrates limited recognition of task;</td>
</tr>
<tr>
<td>Uses more complex sentences and a varied sentence structure;</td>
<td>Makes appropriate transitions between paragraphs;</td>
<td>Shows limited use of transitions;</td>
<td>Uses few or no transitions between paragraphs;</td>
</tr>
<tr>
<td>Uses vocabulary and figurative language effectively;</td>
<td>Uses effective topic sentences and some elaboration and support within paragraphs;</td>
<td>Exhibits little variety in sentence structure;</td>
<td>Uses simplistic, repetitive, or incorrect sentence structure;</td>
</tr>
<tr>
<td>Uses a variety of transitions and uses them well;</td>
<td>Uses some sentence variety;</td>
<td>Uses limited word choice/ vocabulary;</td>
<td>Uses limited or repetitive vocabulary;</td>
</tr>
<tr>
<td>Reflects exemplary research and critical analysis.</td>
<td>Reflects research and critical analysis.</td>
<td>Some research presented, but with no analysis.</td>
<td>Limited research and analysis.</td>
</tr>
</tbody>
</table>

*Drafted 11/18/08 by Jim Maloney and Kristin Ozana*
Major Concept #2
Contacts, Exchanges, and International Relations

Topics:
   a. Interactions of peoples and governments
   b. Traders and merchants
   c. Military encounters
   d. Migrations

Competencies:
1. Students will understand that conflict and cooperation together shape local, national and international relations.
3. Students will understand how individuals, groups and societies interact with each other and with their physical and social environments.
4. Students will understand the underlying principles of individual and collective economic choices as well as major systems of production and commerce.
5. Students will understand that as various cultures interact or collide, each culture is impacted.
6. Students will understand that the growth of global interactions have impacted the political, social, and economic development of societies.
9. Students will understand the changing patterns of class, ethnicity, race and gender in social and political relations.
10. Students will understand that people around the world express their feelings and ideas in art, literature, music and philosophy.

Knowledge/Skills:
1. Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas. (SS:WH:12.2.1)
2. Evaluate how military encounters have often led to cultural exchanges. (SS:WH:12.2.2)
3. Assess the impact of migrations of peoples on the receiving societies. (SS:WH:12.2.3)
4. Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts. (SS:WH:12.2.4)
5. Demonstrate how mental maps reflect the human perception of places. (SS:GE:12.1.2)
6. Analyze spatial interactions and models of spatial organization. (SS:GE:12.1.3)
7. Discuss the changing meaning and significance of place. (SS:GE:12.2.1)
8. Describe the structure of regional systems. (SS:GE:12.2.3)
9. Identify world population trends in both numbers and patterns.
   (SS:GE:12.4.1)
10. Recognize the increasing economic interdependence of the world's
countries. (SS:GE:12.4.3)
11. Demonstrate how cooperation and conflict are involved in shaping the
distribution of social, political, and economic spaces on Earth at different
scales. (SS:GE:12.4.5)
12. Appraise the significance of the global impact of human modification of
the physical environment. (SS:GE:12.5.1)
13. Explain how changes in the physical environment can diminish its
capacity to support human activity. (SS:GE:12.5.2)
14. Examine how the spatial distribution of resources affects patterns of
human settlement. (SS:GE:12.5.4)
15. Explore how the use and development of natural resources change over
time. (SS:GE:12.5.5)
16. Evaluate the management and use of renewable, non-renewable, flow and
potential resources. (SS:GE:12.5.6)
17. Examine how economic interactions have occurred on an increasingly
global scale. (SS:HI:12.4.4)
18. Describe the development of different political systems. (SS:WH:12.1.1)
19. Evaluate the strength and weaknesses of international and regional
political organizations. (SS:WH:12.1.2)
20. Analyze the impact of weapons development on world relations during
era. (SS:WH:12.1.3)
21. Analyze the impact on political institutions of mass movements.
   (SS:WH:12.1.4)
22. Describe how people's differences in religion have often led to conflict in
regions of the world. (SS:WH:12.3.1)
23. Analyze various systems of distributing wealth. (SS:WH:12.4.1)
24. Analyze the impact of the Industrial Revolution around the world.
   (SS:WH:12.4.2)
25. Analyze the development and impact of various labor systems.
   (SS:WH:12.4.3)
26. Consider the relationship between weapons development and political or
economic power. (SS:WH:12.4.5)
27. Analyze struggles for cultural continuity by Diaspora communities.
   (SS:WH:12.5.3)

Process Skills:
1. Students will understand that it is important to differentiate and make
   relevant connections to the past, present and future as well as to changes
   over time.

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2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. Students will understand that it is important to express clear and concise personal opinion supported by evidence.
6. Students will understand that it is important to calculate effects of decisions and decision-making.

**Sample Performance Assessment (SPA) #1**

You are part of a team designing a Smithsonian exhibit that compares and contrasts economic development from 1900 - 2000 in countries around the world to development in the United States. Select one of the following countries China, India, Brazil, and Kenya for your portion of the exhibit.

**Topics in SPA #1**

Distribution of wealth, Industrial Revolution, Labor systems, Medical innovations, Weapons development, Political and economic power

<table>
<thead>
<tr>
<th>Social Studies Process Skills in SPA #1</th>
<th>1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.</th>
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<tbody>
<tr>
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<td>3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.</td>
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<tr>
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<th>1. Students will understand that conflict and cooperation together shape the domestic development of nations as well as international relations.</th>
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<td></td>
<td>3. Students will understand that the history of societies and of the environment have impacted one other.</td>
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<td>4. Students will understand that decisions by individuals have driven forms of production, distribution and consumption of goods and services over time.</td>
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Drafted 11/18/08 by Jim Maloney and Kristin Ozana
9. Students will understand that national identity has been influenced by changing patterns of class, ethnicity, race and gender.

**SPA #1 Rubric**

<table>
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<tbody>
<tr>
<td>The student will produce a presentation that:</td>
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<tr>
<td>Recognizes the purpose and produces a clear and insightful response.</td>
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<tr>
<td>Produces a well developed and articulated focus statement.</td>
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<tr>
<td>Exhibits extensive research and critical analysis.</td>
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<tr>
<td>Critically evaluates relevant economic development information of the selected country from 1900 to 2000 including its impact on the country's people and compares it to the development in the United States during the same time period.</td>
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<td>The student will produce a presentation that:</td>
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<td>Evaluates some relevant economic development information of the selected country from 1900 to 2000 and compares it to the development in the United States during the same time period.</td>
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<tr>
<td>Exhibits research and critical analysis.</td>
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<tr>
<td>Evaluates a very limited amount of economic development information of the selected country and the United States from 1900 to 2000.</td>
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**Major Concept #3**

**World Views and Value Systems**

Topics:
- a. Religious conflicts
- b. Philosophic systems
- c. Social theories
- d. Role of art, music, and literature on major ideas
- e. Values and conflicts

*Drafted 11/18/08 by Jim Maloney and Kristin Ozana*
Competencies:
1. Students will understand that conflict and cooperation together shape local, national and international relations.
3. Students will understand how individuals, groups and societies interact with each other and with their physical and social environments.
5. Students will understand that as various cultures interact or collide, each culture is impacted.
9. Students will understand the changing patterns of class, ethnicity, race and gender in social and political relations.
10. Students will understand that people around the world express their feelings and ideas in art, literature, music and philosophy.

Knowledge/Skills:
1. Describe how people's differences in religion have often led to conflict in regions of the world. (SS:WH:12.3.1)
2. Analyze how philosophic systems and social theories are powerful forces throughout history. (SS:WH:12.3.2)
3. Examine how gender and ethnicity have been conceptualized in the arts. (SS:WH:12.3.3)
4. Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods. (SS:WH:12.3.4)
5. Recognize that places and regions serve as symbols for individuals and societies. (SS:GE:12.2.5)
6. Analyze how religion has influenced the political life of the nation. (SS:HI:12.1.2)
7. Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods. (SS:HI:12.3.2)
8. Critique how the art, music and literature of our nation have been influenced by groups. (SS:HI:12.3.3)
9. Evaluate the changing roles of gender in society. (SS:HI:12.5.2)
10. Explore attitudes toward diversity held by groups and individuals. (SS:HI:12.5.3)
11. Analyze how religious ideas of morality have impacted social change. (SS:HI:12.5.5)
12. Evaluate the influence of religion on political systems. (SS:WH:12.1.5)
13. Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas. (SS:WH:12.2.1)
14. Evaluate how military encounters have often led to cultural exchanges. (SS:WH:12.2.2)
15. Assess the impact of migrations of peoples on the receiving societies. (SS:WH:12.2.3)
16. Assess the impact of urbanization on the world environment. (SS:WH:12.5.1)
17. Examine the role and impact of religious ideas on daily life and social norms. (SS:WH:12.5.2)
18. Examine gender roles in societies. (SS:WH:12.5.4)
19. Determine the basis for ranking social groups within a given culture. (SS:WH:12.5.5)

Process Skills:

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to create and test generalizations and theses.

Sample Performance Assessment (SPA) #1

You have been hired by a motion picture studio to give them background for a new series of movies on ancient civilizations. You will research and describe an ancient culture detailing the geographic, political, social, cultural, and economic structures of an ancient civilization.

Topics in SPA #1

Political systems, international and regional political organizations, political impact of weapons development, political impact of mass movements, influence of religion on political systems, Interactions of peoples and governments, traders and merchants, military encounters, migrations, regulation of warfare, sustaining peaceful contacts, religious conflicts, philosophic systems, social theories, gender and ethnicity in the arts, role of art, music, and literature on major ideas, distribution of wealth, labor systems, medical innovations, weapons development, political and economic power, urbanization, religious ideas, daily life, social norms, cultural continuity, diasporas, gender roles, social groups.

Social Studies Process Skills Addressed in SPA #1

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

4. The student will understand that it is important to create and test generalizations and theses

5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

6. The student will understand that it is important to calculate effects of decisions and decision-making.

1. Students will understand that conflict and cooperation together shape the domestic development of nations as well as international relations.

2. Students will understand that the role of citizens has evolved over time and place.

3. Students will understand that the history of societies and of the environment have impacted one other.

4. Students will understand that decisions by individuals have driven forms of production, distribution and consumption of goods and services over time.

5. Students will understand that as various cultures interact or collide each culture is impacted.

6. Students will understand that the growth of global interactions have impacted the political, social, and economic development of societies.

7. Students will understand that technological advancements have both positive and negative impacts on the development of societies.

8. Students will understand that freedom and security, liberty and equality, and the role of individualism and the common good in societies have evolved.

9 Students will understand that national identity has been influenced by changing patterns of class, ethnicity, race and gender.

10 Students will understand that people around the world express their feelings and ideas in art, literature, music and philosophy.

### SPA #1 Rubric

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</table>

*Drafted 11/18/08 by Jim Maloney and Kristin Ozana*
Recognizes the purpose and produces a clear and insightful response;
Produces a well developed and articulated focus statement;
Exhibits extensive research and critical analysis;
Critically evaluates relevant information regarding an ancient civilization.

You’re in the Raymond Book Club and have just read *The Da Vinci Code*. You and your fellow readers are wondering if the information passed off as fact in the book is accurate. You each decide to research a controversial topic and present that information back to the group.

### Topics in SPA #2
- Religious conflicts; philosophic systems; social theories; role of art, music and literature on major ideas; values and conflicts.

### Social Studies Process Skills Addressed in SPA #2
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

### World History Competencies addressed in SPA #2
5. Students will understand that technological advancements have both positive and negative impacts on the development of societies.
6. Students will understand that the growth of global
interactions have impacted the political, social, and economic development of societies.

9. Students will understand the changing patterns of class, ethnicity, race and gender in social and political relations.

10. Students will understand that people around the world express their feelings and ideas in art, literature, music and philosophy.

<table>
<thead>
<tr>
<th>SPA #2 Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
</tr>
<tr>
<td>The student will produce a presentation that:</td>
</tr>
<tr>
<td>Student describes the nature of the problem or the related issue(s) in detail and demonstrates an exemplary ability to clarify.</td>
</tr>
<tr>
<td>Student locates, organizes, and synthesizes information from a wide variety of sources; consistently identifies the main ideas and evaluates the validity of information.</td>
</tr>
<tr>
<td>Student develops a precise hypothesis and demonstrates an ability to comprehensively evaluate and support the hypothesis.</td>
</tr>
<tr>
<td>Student thoroughly explains and justifies solutions and/or conclusions through a comprehensive examination of the acquired evidence.</td>
</tr>
</tbody>
</table>
conclusions, providing only minimal justifications.

Major Concept #4
Economic Systems and Technology

Topics:
   a. Distribution of wealth
   b. Labor systems
   c. Medical innovations
   d. Weapons development
   e. Political and economic power

Competencies:
1. Students will understand that conflict and cooperation together shape local, national and international relations.
3. Students will understand how individuals, groups and societies interact with each other and with their physical and social environments.
4. Students will understand the underlying principles of individual and collective economic choices as well as major systems of production and commerce.
5. Students will understand that as various cultures interact or collide, each culture is impacted.
6. Students will understand that the growth of global interactions have impacted the political, social, and economic development of societies.
7. Students will understand that technological advancements have both positive and negative impacts on the development of societies.
9. Students will understand the changing patterns of class, ethnicity, race and gender in social and political relations.

Knowledge/Skills:
1. Analyze various systems of distributing wealth. (SS:WH:12.4.1)
2. Analyze the impact of the Industrial Revolution around the world. (SS:WH:12.4.2)
3. Analyze the development and impact of various labor systems. (SS:WH:12.4.3)
4. Examine the development and impact of medical innovations. (SS:WH:12.4.4)
5. Consider the relationship between weapons development and political or
economic power. (SS:WH:12.4.5)
6. Discuss the relationship between domestic and foreign policy.
   (SS:CV:12.3.2)
7. Explain how comparative advantage affects trade decisions. (SS:EC:12.5.1)
8. Examine how various national economic policies have led to changes in
   the international economy. (SS:EC:12.5.3)
9. Analyze spatial interactions and models of spatial organization.
   (SS:GE:12.1.3)
10. Describe the structure of regional systems. (SS:GE:12.2.3)
11. Utilize regions to analyze geographic issues. (SS:GE:12.2.4)
12. Classify the functions, sizes, and spatial arrangements of urban areas.
    (SS:GE:12.4.4)
13. Demonstrate how cooperation and conflict are involved in shaping the
    distribution of social, political, and economic spaces on Earth at different
    scales. (SS:GE:12.4.5)
14. Identify economic activities in more developed or less developed
    countries and their evolution. (SS:GE:12.4.6)
15. Appraise the significance of the global impact of human modification of
    the physical environment. (SS:GE:12.5.1)
16. Explain how changes in the physical environment can diminish its
    capacity to support human activity. (SS:GE:12.5.2)
17. Consider how humans perceive and react to natural hazards.
    (SS:GE:12.5.3)
18. Examine how the spatial distribution of resources affects patterns of
    human settlement. (SS:GE:12.5.4)
19. Explore how the use and development of natural resources change over
    time. (SS:GE:12.5.5)
20. Evaluate the management and use of renewable, non-renewable, flow and
    potential resources. (SS:GE:12.5.6)
21. Explain how the development of technology has both simplified and
    complicated work. (SS:HI:12:4.3)
22. Examine how economic interactions have occurred on an increasingly
    global scale. (SS:HI:12:4.4)
23. Explain how the economy over time has shaped the distribution of
    wealth. (SS:HI:12:4.5)
24. Analyze the impact of weapons development on world relations during
    eras. (SS:WH:12:1:3)
25. Describe how traders and merchants have been instrumental in
    spreading ideas and beliefs to new areas. (SS:WH:12:2:1)
26. Evaluate how military encounters have often led to cultural exchanges.
    (SS:WH:12:2:2)
27. Assess the impact of migrations of peoples on the receiving societies.
    (SS:WH:12:2:3)
28. Assess the impact of urbanization on the world environment.  
(SS:WH:12:5.1)

Process Skills:

1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
5. Students will understand that it is important to express clear and concise personal opinion supported by evidence.
6. Students will understand that it is important to calculate effects of decisions and decision-making.

<table>
<thead>
<tr>
<th>Sample Performance Assessment (SPA) #1</th>
<th>You are a Lowell mill girl in the 1880's. Write a letter home to Quebec explaining what your life is like as a mill girl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics in SPA #1</td>
<td>Labor Systems.</td>
</tr>
</tbody>
</table>
| Social Studies Process Skills Addressed in SPA #1 | 1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.  
4. The student will understand that it is important to create and test generalizations and theses  
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence. |
| World History Competencies addressed in SPA #1 | 6. Students will understand that the growth of global interactions have impacted the political, social, and economic development of societies.  
7. Students will understand that technological advancements have both positive and negative impacts on the development of societies. |
| SPA #1 Rubric | |
| Level 4 | Level 3 | Level 2 | Level 1 |
| The student will produce a document that: Recognizes the purpose | The student will produce a document that: | The student will produce a document that: | The student will produce a document that: |

Drafted 11/18/08 by Jim Maloney and Kristin Ozana
and produces a clear and insightful response;
Exhibits extensive research and critical analysis;
Critically evaluates the life of the Lowell mill girl and the pros and cons of the Lowell system

Recognizes the purpose and produces a clear response;
Exhibits research and critical analysis;
Evaluates the life of the Lowell mill girl and the pros and cons of the Lowell system

Recognizes the purpose or produces a clear response;
Exhibits data collection;
Evaluates some of the life of the Lowell mill girl and the pros and cons of the Lowell system

Recognizes limited aspects of task;
Exhibits little data collection;
Evaluates little of the life of the Lowell mill girl and the pros and cons of the Lowell system

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**Major Concept #5**
**Social and Cultural**

Topics:
- a. Urbanization
- b. Religious ideas
- c. Daily life
- d. Cultural continuity
- e. Diasporas
- f. Gender roles

Competencies:
2. Students will understand that the role of citizens has evolved over time and place.
5. Students will understand that as various cultures interact or collide, each culture is impacted.
6. Students will understand that the growth of global interactions have impacted the political, social, and economic development of societies.
7. Students will understand that technological advancements have both positive and negative impacts on the development of societies.
8. Students will understand the trade-offs between freedom and security, and individualism and the common good.
9. Students will understand the changing patterns of class, ethnicity, race and gender in social and political relations.

Knowledge/Skills:

*Drafted 11/18/08 by Jim Maloney and Kristin Ozana*
1. Assess the impact of urbanization on the world environment. (SS:WH:12:5.1)
2. Examine the role and impact of religious ideas on daily life and social norms. (SS:WH:12:5.2)
3. Analyze struggles for cultural continuity by Diaspora communities. (SS:WH:12:5.3)
4. Examine gender roles in societies. (SS:WH:12:5.4)
5. Determine the basis for ranking social groups within a given culture. (SS:WH:12:5.5)
6. Demonstrate how mental maps reflect the human perception of places. (SS:GE:12:1.2)
7. Discuss the changing meaning and significance of place. (SS:GE:12:2.1)
8. Investigate how relationships between humans and the physical environment lead to the formation of 'place'. (SS:GE:12:2.2)
9. Describe the structure of regional systems. (SS:GE:12:2.3)
10. Utilize regions to analyze geographic issues. (SS:GE:12:2.4)
11. Recognize that places and regions serve as symbols for individuals and societies. (SS:GE:12:2.5)
12. Identify world population trends in both numbers and patterns. (SS:GE:12:3.1)
13. Distinguish how culture traits shape the character of a region. (SS:GE:12:3.2)
14. Classify the functions, sizes, and spatial arrangements of urban areas. (SS:GE:12:3.4)
15. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales. (SS:GE:12:3.5)
16. Examine how the spatial distribution of resources affects patterns of human settlement. (SS:GE:12:5.4)
17. Evaluate the changing roles of gender in society. (SS:HI:12:5.2)
18. Analyze how religious ideas of morality have impacted social change. (SS:HI:12:5.5)
19. Analyze how philosophic systems and social theories are powerful forces throughout history. (SS:WH:12:3.2)
20. Examine how gender and ethnicity have been conceptualized in the arts. (SS:WH:12:3.3)
21. Analyze various systems of distributing wealth. (SS:WH:12:4.1)
22. Analyze the development and impact of various labor systems. (SS:WH:12:4.3)

Process Skills:
1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

Drafted 11/18/08 by Jim Maloney and Kristin Ozana
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

5. Students will understand that it is important to express clear and concise personal opinion supported by evidence.

Sample Performance Assessment (SPA) #1

You have been hired by Time magazine to contribute to an issue entitled “Important people of World History.” You will research then describe the life and impact of a historically notable person, including the influence of the person’s culture and society upon shaping them and their influence on the larger culture and society.

Topics in SPA #1

Interactions of peoples and governments, religious conflicts, philosophic systems, role of art, music, and literature on major ideas, values and conflicts, daily life, social norms, social groups.

Social Studies Process Skills Addressed in SPA #1

1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

4. The student will understand that it is important to create and test generalizations and theses.

5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

6. The student will understand that it is important to calculate effects of decisions and decision-making.

World History Competencies addressed in SPA #1

2. Students will understand that the role of citizens has evolved over time and place.

4. Students will understand that decisions by individuals have driven forms of production, distribution and consumption of goods and services over time.

8. Students will understand that freedom and security, liberty and equality, and the role of individualism and the common good in societies have evolved.

9. Students will understand that national identity has been influenced by changing patterns of class, ethnicity, race and gender.

10. Students will understand that people around the world...
express their feelings and ideas in art, literature, music and philosophy.

### SPA #1 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will produce a presentation that: Recognizes the purpose and produces a clear and insightful response; Produces a well developed and articulated focus statement; Exhibits extensive research and critical analysis; Critically evaluates relevant information regarding the biography of the historical person.</td>
<td>The student will produce a presentation that: Recognizes the purpose and produces a clear response; Produces a well articulated opening and a closing statement; Exhibits research and critical analysis; Evaluates relevant information regarding the biography of the historical person.</td>
<td>The student will produce a presentation that: Recognizes the purpose or produces a clear response; Produces an opening and closing statement; Exhibits data collection; Evaluates some information regarding the biography of the historical person.</td>
<td>The student will produce a presentation that: Recognizes limited aspects of task; Produces limited organization; Exhibits little data collection; Evaluates little information related to the biography of the historical person.</td>
</tr>
</tbody>
</table>