



CHELMSFORD HIGH SCHOOL

Modern World History 2023-2024

COURSE DESCRIPTION

This course surveys world geography, history, and related studies from the age of Imperialism to the present. Students will focus on a thorough review of the social, economic, religious, scientific and technological factors that have shaped world history since the 1800s. Instruction includes the use of text, secondary and primary source materials designed to develop inquiry, interpretation, and critical thinking as well as a variety of print and electronic instructional materials. This course requires analytical reading and writing. Additional writing and a summer reading assignment are required in the Honors level course.

Prerequisite(s): Modern World History Honors has a summer reading requirement.

REQUIRED TEXTS

CP: Prentice Hall World History Ellis, Esler (Pearson Education, 2011)

Honors: Heritage of World Civilizations Albert M. Craig; William A. Graham; Donald Kagan; Steven M. Ozment; Frank M. Turner (Pearson Higher Education, 2011)

COURSE GOALS and STUDENT LEARNING OUTCOMES:

COURSE GOALS:

By the end of the course, students will be able to..

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of a source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

Students will be expected to think and communicate effectively. Throughout this course, students should: read information critically to develop understanding of concepts, topics and issues, write clearly, factually, persuasively and creatively, speak clearly, factually, persuasively and creatively using a variety of technology/media to obtain, organize and communicate information and solve problems, and conduct research to interpret issues or solve complex problems using a variety of data and information sources.

STUDENT LEARNING OUTCOMES:

1. Explain the centralization and decentralization of economic and political influences.
2. Identify and compare the movements and interactions of people, technology, ideas and culture in a national and transnational context.
3. Use critical thinking to evaluate historical sources and scholarship.
4. Analyze the changing relationship of the West with the rest of the world.
5. Explain how evidence is analyzed and used to construct historical knowledge.

COURSE STANDARDS:

The Industrial Revolutions and their consequences c.1750–1900

The global effects of 19th century imperialism

The Great Wars 1914–1945

The Cold War Era 1945–1991

The era of globalization 1991–present

The politics of difference: conflicts, genocide, and terrorism

[DESE HISTORY AND SOCIAL SCIENCES STANDARDS LINK](#)

PERSONS WITH DISABILITIES

Chelmsford High School is committed to supporting the success and well-being of all students, regardless of varying abilities and levels of adaptive skills. The Special Education office provides services and resources to empower each student to attain their highest level of academic success and learning independence.

ACADEMIC INTEGRITY

At Chelmsford High School, students are expected to maintain high moral and ethical standards, as exemplified by the final sentence of our mission statement: *“A spirit of respect is fostered, as members take responsibility for their actions and acknowledge the rights and differences of others.”* (CHS Mission Statement)

Students should respect themselves, other students, staff members and the school. The acts of cheating and plagiarism violate expectations that students will exhibit respectful, ethical behavior.

[The Academic Honor Code](#) exists to address the issues of cheating and plagiarism.

GRADING POLICIES

Please connect with individual teachers for specific information regarding grading. Students will be able to monitor academic progress biweekly through X2/ASPEN.

Students are strongly encouraged to take advantage of the academic support programs and services (such as PRIDE Block, after-school help, etc.) available to them to help ensure and support success. Information about these services can be found at

COURSE SKILLS

Building on their understanding of world geography and civilizations from middle school and World History I, students study world history from approximately 1800 to the present by researching guiding questions such as, “What are the connections between industrialization and imperialism?” and “What does it mean to be modern?” The following skills are addressed in this course: analyzing historical sources and evidence, making historical connections, chronological reasoning, analytical writing, creating and supporting a historical argument.

COURSE OUTLINE

The Industrial Revolutions and their consequences c.1750–1900

1. Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions.
2. Evaluate the economic and social impact of the Industrial Revolutions in England.
3. Analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies.
4. Explain how industrialization spread from Great Britain to continental Europe and the United States and how industrial development affected the political balance of power among nations.

The global effects of 19th century imperialism

1. Describe the causes of 19th century European global imperialism.
2. Analyze the impact of Western imperialism in Asia, Africa, and Latin America.

Nationalism and The Great Wars 1914–1945

1. Analyze the causes and methods of the unification of both Italy and/or Germany, and the impact on 19th century Europe.
2. Analyze the factors that led to the outbreak of World War I.
3. Evaluate the Treaty of Versailles and the differences between the Big Three. Why the Treaty failed to create a lasting peace.
4. Analyze events in Russian history around WWI and the Russian Revolution
5. Identify the characteristics of fascism and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Germany, and the Soviet Union during the 1920s and 1930s.
6. Analyze the events of WW II from 1939 to 1945 including the Holocaust and the decision to drop the atomic bombs.
7. Evaluate the global political, economic, and social consequences of World War II

The Cold War Era 1945–1991

1. Identify the differences in worldview between the United States and the Union of Soviet Socialist Republics (USSR) and analyze how tensions between the USSR and the West led to the division of Europe.

2. Analyze the impact of transnational organizations and alliances (transnational - crossing or transcending national boundaries).
3. Evaluate the importance of key military and political developments on the outcome of the Cold War.
4. Analyze the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.

The era of globalization 1991–present

1. Analyze China's rise in political and economic power and its increasingly critical role in global affairs (e.g., North Korea, the World Trade Organization)
2. Analyze the major developments in Chinese history during the second half of the 20th century.
3. Explain the background for the establishment of the modern state of Israel in 1948, and subsequent military and political conflicts.

The politics of difference: conflicts, genocide, and terrorism

1. Distinguish between the concepts of genocide and mass atrocity and analyze the causes of genocide and mass atrocities in the modern world.
2. Analyze the events, people and conditions that have given rise to international terrorism.

This syllabus and course outline are subject to change as Chelmsford High School seeks to continually improve the learning experiences for all students.

“We foster PRIDE* in our pursuit of excellence.”

PRIDE refers to our five core values – Perseverance, Respect, Integrity, Dedication, and Empathy. These five pillars represent our points of emphasis in supporting the development of quality students and quality citizens.