

Oakwood City School District

Modern World Studies

Modern World Studies

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw

Modern World Studies Inquiry and Application Standards

Inquiry, as theory, is a way in which people view the world. It requires critical thinking, a contribution of new ideas and reflection throughout the entire process. As such, the student is at the center of the experience with the teacher as “co-partner and guide”. As teachers create inquiry curricula around students’ interests and strengths, they also help students broaden the ways in which they think, question and explore. Investigation is a journey and teachers provide the guidance for the journey when they recognize that a student’s experience of the inquiry process is a personal one.

Reading Standards for Literacy in Social Studies

I. Key Ideas and Details

- A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- B. Determine the central ideas of information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Oakwood City School District

Modern World Studies

II. Craft and Structure

- A. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of social studies.
- B. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- C. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

III. Integration of Knowledge and Ideas

- A. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- B. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- C. Compare and contrast treatments of the same topic in several primary and secondary sources.

IV. Range of Reading and Level of Text Complexity

- A. By the end of grade 10, read and comprehend social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards for Literacy in Social Studies

Text Type and Purposes Standard 1

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Oakwood City School District

Modern World Studies

D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding statement or section that follows from or supports the argument presented.

V. Text Type and Purposes Standard 2

A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

VI. Production and Distribution of Writing

A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

B. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

C. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Oakwood City School District

Modern World Studies

VII. Research to Build and Present Knowledge

A. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

B. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

C. Draw evidence from informational texts to support analysis, reflection, and research.

VIII. Range of Writing

A. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oakwood City School District

Modern World Studies

Content Standards

I. Theme: This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw

A. Topic: Historical Thinking and Skills

1. Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

a) Historical events provide opportunities to examine alternative courses of action.

b) The use of primary and secondary sources of information includes an examination of the credibility of each source.

c) Historians develop theses and use evidence to support or refute positions.

d) Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

B. Topic: Age of Enlightenment

1. The age of enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.

a) The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.

Oakwood City School District

Modern World Studies

b) Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.

c) Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.

C. Age of Revolutions

1. The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.

a) Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American war for independence.

b) Industrialization had social, political and economic effects on Western Europe and the world.

D. Imperialism

1. The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.

a) Imperial expansion had political, economic and social roots.

b) Imperialism involved land acquisition, extraction of raw materials, spread of Western values and maintenance of political control.

c) The consequences of imperialism were viewed differently by the colonizers and the colonized.

Oakwood City School District

Modern World Studies

E. Achievements and Crises

1. The first half of 20th Century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.

a) Advances in technology, communication and transportation improved lives, but also had negative consequences.

b) The causes of World War I included militarism, imperialism, nationalism and alliances.

c) The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.

d) Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.

e) World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Asia, led to the occupation of Eastern Europe and Japan and began the atomic age.

F. The Cold War (1945-1991)

1. Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.

a) The United States and the Soviet Union became superpowers and competed for global influence

b) Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations

Oakwood City School District

Modern World Studies

- c) Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East
- d) Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia
- e) Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples

G. Globalization (1991-Present)

1. The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.
 - a) The breakup of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet Republics, Europe, the United States, and the non-aligned world
 - b) Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.
 - c) Political and cultural groups have struggled to achieve self governance and self-determination
 - d) Emerging economic powers and improvements in technology have created a more interdependent global economy.
 - e) Proliferation of nuclear weapons have created a challenge to world peace
 - f) The rapid increase of global population coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges
 - g) Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.