



G-E-T High School Curriculum
Align, Explore, Empower
Scope and Sequence
World History

Unit 1 - *The Wisdom of Years*

- This unit is designed to give students an overview on the study of the discipline of history. Ultimately the students should get a sense of history as the study of past patterns. We take that definition and use it for personal growth and development. The Wisdom of Years will show students to take history and make it as personal as possible, and to use their own personal past patterns to make better choices for the future. Once we have finished with the Wisdom of Years, we delve into looking at the jobs of the historian and the archaeologist and how we can fit ourselves into those jobs....the amateur historian/archaeologist. Finally, we end the unit with differentiating between a primary and secondary source.

In this unit, students will....

1. Differentiate between a primary and secondary source
2. Compare and contrast the archaeologist and historian, and know the importance of both
3. Define the 'Wisdom of Years' as the history of past patterns and how to apply it to their own lives
4. Provide their own unique answer to the question "Why Study History?"

Standards for World History

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

Unit 2 - *The Impact of Historical Eras*

- This unit will go through the 4 eras of history. The Paleolithic, Neolithic, Ancient Civ, and Modern Civ will be covered in breadth. The focus of the unit is the impacts these eras have had on the future peoples of the world. We will compare and contrast these different eras in terms of how beneficial their impacts have been

for the human race. Topics include Jared Diamond, Otzi the Iceman, Gene Rossellini and Chris McCandless, NukeMap, Hammurabi's Code, the Roman Aqueducts, among others.

In this unit, students will ...

1. Differentiate between the Paleolithic, Neolithic, Early Civilization, and Modern Age
2. Evaluate the inherent benefits of each era
3. Analyze to the extent that humans have progressed as a society or that they have regressed.

Standards for World History

Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society

Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.

Unit 3- *Ishmael*

- This unit unveils the themes and concepts that are present in the graphic novel *Ishmael*, of which students are expected to read and discuss throughout the length of the course. The unit covers the concepts of Takers, Leavers, Mother Culture, the Man and the Gorilla, and the Socratic Method, all the while putting them into contemporary human constructs that students will understand. A separate topic of Aldo Leopold and his Land Ethic Essay as the "modern day *Ishmael*" will also be understood and applied.

In this unit, students will ...

1. Define Takers, Leavers, and Mother Culture
2. Connect those definitions to contemporary human constructs
3. Analyze a work of literature
4. Engage in constructive dialogue as it relates to human involvement in the environment
5. Participate in the Socratic Method of questioning and answering

Standards for World History

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.
Standard SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.
Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).
Standard SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.
Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

Unit 4- *The Impacts of Philosophy*

- This unit covers the beginnings of philosophy and its application to the human condition. This unit will delve into the ancient Greek and Roman philosophers and how they came up with the ability to think and question in an academic manner. This unit also covers more modern philosophies on life, happiness, purpose, etc., and give students a chance to create their own philosophy statement on how to live their life in the present and for the future.

In this unit, students will ...

1. Analyze the message behind the Allegory of the Cave as a means to educate oneself.
2. Evaluate the importance that logical thinking/reasoning has on world society.
3. Know important Greek and Roman histories as they relate to philosophy and the beginnings of western thought.
4. Connect how philosophies impact the implementation of government policy.
5. Analyze a variety of ancient and modern philosophies on life.
6. Create a personal philosophy statement on how to live their lives in the present and for the future.

Standards for World History

Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.
Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).
Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.
Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

Unit 5- *The Impact of Human Exploitation*

- This unit addresses the man-made problem of exploitation among peoples. Since we have had people on Earth there has been a growing hierarchy amongst them, creating identities of “better people” and “worse people”. Different ethnicities, soci-economic statuses, genders, and biological factors all contribute to a feeling of “I’m better/worse than you”. Government policies and social norms further these exploitative issues and means. This unit seeks to address a variety of them in history, as well as the cause of why certain groups of humans exploit other groups of humans. The in-depth topic of discussion will be the Rwandan Genocide of 1994.

In this unit, students will ...

1. Define the “bystander effect”.
2. Apply the history of the Rwandan Genocide to the bystander effect.
3. Interpret different types of human exploitations and their effects on the development of the world.
4. Analyze the Declaration of Human Rights and how it applies to their lives.
5. Consider the possible benefits and/consequences of human exploitation and its impact on the development of the world.
6. Evaluate the underlying causes of exploitation/genocide.

Standards for World History

Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

Standard SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.

Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place.

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

Unit 6- *Impact of World Religions*

- Big questions on where we come from, what happens when we die, and what our purpose is have boggled humans since the beginning of time. Religion has been an outlet for humans to find those answers. This unit goes through the history of the religions of the world and their basic tenets. Students will not only know the basics of world religions, but will connect these ideas to how the world has become a more or less tolerant place for ways to answer the toughest questions.

In this unit, students will ...

1. Know the distinguishing features of the 5 major world religions- Christianity, Islam, Hinduism, Buddhism, and Judaism
2. Analyze the importance of religion in relation to world events and decisions, past and present.
3. Differentiate between religion and faith.
4. Evaluate the positive and negative effects that religious motive has had on world history.

Standards for World History

Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).

Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).