

# Global History 12 / Advanced Global History 12

## General Curriculum Outcomes

Students will be expected to

### Citizenship, Power, and Governance

- A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance

### Individuals, Societies, and Economic Decisions

- B. demonstrate the ability to make responsible economic decisions as individuals and as members of society.

### People, Place, and Environment

- C. demonstrate an understanding of the interactions among people, places, and the environment

### Culture and Diversity

- D. demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

### Interdependence

- E. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

### Time, Continuity, and Change

- F. demonstrate an understanding of the past and how it affects the present and the future.

## Specific Curriculum Outcomes

The Specific Curriculum Outcomes (SCOs) for Global History 12 are printed in roman (plain) style. *The Specific Curriculum Outcomes (SCOs) for Advanced Global History 12 include those printed in roman style (for Global History 12 as well) as well as those printed in italics (for Advanced Global History 12 only).*

Global History 12 is a course that critically investigates and analyzes how the world arrived at its current state at the beginning of the 21st century, using the discipline of history.

Students will be expected to

### Unit 1: The Global Historian

- 1.1 formulate and support a hypothesis as to how the world arrived at its current state at the beginning of the 21st century, using the discipline of history
- 1.2 illustrate an understanding of the concept of interdependence
- 1.3 apply skills and methods appropriate to the discipline of history
- 1.4 examine all issues from multiple perspectives and with regard to the experiences of youth
- 1.5 design and conduct a research project, independently or collaboratively, using methods appropriate to history/*plan, research, write, and defend a formal thesis-directed research paper using the historical method*
- 1.6 *investigate the inter-relatedness of history and literature or the arts*

### Unit 2: The Dynamics of Geo-Political Power

- 2.1 demonstrate an understanding of factors that contributed to the start of the “Cold War” between the “East” and “West”
- 2.2 explain/*investigate* how tensions between “East” and “West” influenced events in the post-World War II world
- 2.3 evaluate the extent to which at least two “Cold War” events exhibit characteristics of the “East-West” conflict
- 2.4 formulate and support a hypothesis regarding the geo-political future of the world
- 2.5 *debate a resolution regarding the legacy of the “Cold War” in the contemporary world*

### Unit 3: The Challenge of Economic Disparity

- 3.1 examine an issue that illustrates the economic disparity between “North” and “South”
- 3.2 demonstrate an understanding of forces that contributed to, and contribute to, the economic disparity between “North” and “South”
- 3.3 evaluate different approaches/*formulate and support a plan* to address global economic disparity
- 3.4 analyze the correlation between wealth and power
- 3.5 *analyze the extent and nature of the economic disparity which exists within countries of the “North”*

## Unit 4: The Pursuit of Justice

- 4.1 demonstrate an understanding of the events and forces that have shaped contemporary conceptions of justice
- 4.2 investigate a global event that has raised fundamental questions of justice
- 4.3 formulate and support a hypothesis regarding the examples of genocide that have occurred, and continue to occur, through the 20th and 21st centuries
- 4.4 describe/*analyze* approaches to, and barriers to, achieving greater universal justice
- 4.5 *investigate issues and questions of justice raised by self-determination movements*

## Unit 5: Societal Change

- 5.1 investigate an example of a technological development that illustrates the close relationship between technological change and societal change
- 5.2 examine/*investigate* an event or movement, not driven by technological change, that has brought about significant societal change
- 5.3 evaluate the ethical and moral implications of technological development and societal change
- 5.4 *predict a future technological innovation, consequential societal change, and resulting ethical and moral issues*
- 5.5 illustrate the interdependence of societal change, justice, economic disparity, and geo-political power