

World Civilization 1450-Present

Social Studies Department
East Stroudsburg Area School District

District and Department Mission Statements, Course Goals, Textbooks, Course Outline, Recommended Instructional Time by Unit, Pennsylvania Standards for Civics and Government, History, and Economics Covered by *World History 1450-Present* Course, Sample Enrichment Resources, and Course Curriculum

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East Stroudsburg Area School District Mission Statement:

East Stroudsburg Area School District, a diverse and rapidly growing community, nurtures within all students a commitment to excellence and life-long learning which prepares them to become creative, productive, and responsible citizens in a continually changing and challenging world.

Department Mission Statement:

The goals of the East Stroudsburg Area School District's Social Studies Department are to prepare students to be reasonable and productive citizens of the United States and of our continually changing and challenging global community. Through an integrated study of the social studies disciplines, students will acquire the necessary knowledge, skills, and attitudes to become lifelong learners. Social Studies provides content that students will use to understand political, social, historical, and economic issues and apply this knowledge and skill to make effective personal and public decisions. A standards-based Social Studies curriculum builds knowledge of specific discipline content, thinking skills, and fosters within students a commitment to democratic values and civic participation, which are all essential to becoming effective citizens of the United States and global community.

Rationale:

In order to prepare and educate our students to become active citizens of the United States, and the global community at large, and to foster within these students an understanding of the historical, political, cultural, social and economic activities in select regions of the world, a *World History 1450-Present* curriculum has been written to be implemented beginning in the Fall of the 2014-2015 Academic School Year. Students will identify, evaluate and analyze how cultural interactions and geographic influences led to the formation of the modern world and global interdependence. This course will help students to better understand America's global connections.

Course Goals:

The World History 1450-Present course helps to prepare students for engaged living in a culturally diverse and rapidly changing world. This course will emphasize critical analysis and value reflection, through which students learn and develop their own sense of personal and social responsibility to the United States and global community.

Textbooks:

Spielvogel, Jackson, Mctighe, Jay (2013). *World History & Geography*. Columbus, Ohio: McGraw-Hill.

Course Outline and Recommended Instructional Time:

World Civilization 1450-Present Units

Unit I Making of Modern Europe

Time: 8 to 10 Blocks

Students will be able to identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions in the formation of the region of modern Europe beginning in the 1450s covering the Renaissance, Reformation, Absolutism, the Age of Discovery, and the Scientific Revolution.

Unit II World Beyond Europe/Other World Empires

Time: 6 to 7 Blocks

Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions in the formation of empires and kingdoms in the regions of Africa, Pre-Columbian America, the Middle East, South Asia, and East Asia.

Unit III Enlightenment & World Revolutions

Time: 7 to 8 Blocks

Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions throughout the world from 1450-Present with a focus on the Enlightenment Era and World Revolutions.

Unit IV Industrial Revolution**Time: 5 to 7 Blocks**

Students will identify, and analyze how the Industrial Revolution originated in Britain, identify key inventors and summarize how their inventions in science and technology helped to spur the Industrial Revolution, discuss how industrialization impacted society, and identify and describe the economic and political reforms brought about by industrialization.

Unit V The Age of Imperialism**Time: 5 to 7 Blocks**

Students will identify, analyze, and evaluate the nations involved in worldwide Imperialism during the 19th and 20th centuries. They will understand and analyze the reasons for imperialism throughout the world and the effects this movement had upon regions such as Africa and Asia.

Unit VI Nationalism**Time: 5 to 7 Blocks**

Students will identify, evaluate, and analyze various forces that shaped nationalist movements around the world both before and after World War I. They will identify and compare the social, political, and economic changes inspired by nationalism in parts of Europe, Asia, Africa, the Middle East, and Latin America.

Unit VII World War I**Time: 8 to 10 Blocks**

Students will identify, evaluate, and analyze social and cultural relations, economic/military development, geographic influences, and political actions in Europe and how militarism, alliances, imperialism, and nationalism led to a world war. Furthermore students will assess trench warfare and the Versailles Treaty.

Unit VIII World War II**Time: 10 to 12 Blocks**

Students will identify, evaluate, and analyze social/cultural relations, economic/military development, geographic influences, and political actions in Europe/Asia and how the rise of dictators, a global depression, alliances, Imperialism, the Versailles Treaty, and nationalism led the world into war. Furthermore, students will evaluate the war in Europe and the Pacific and how the results will change the world forever.

Unit IX Cold War**Time: 10 to 12 Blocks**

Students will identify, analyze and explain how World War II and the division of Germany led to the rise of Superpowers the United States and the Soviet Union. Students will explain how the United States policy of containment led to various conflicts around the world. They will be able to compare and contrast the economic systems of Capitalism and Socialism, identify how the Cold War led to advances in Science and Mathematics, Discuss the effect of the reunification of Germany, and identify the various challenges that Europe and the former Soviet Union faced after the Cold War.

Unit X Globalization**Time: 8 to 10 Blocks**

Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions throughout the world from 1450-Present with a focus on globalization and contemporary issues in the post-Cold War era.

Unit Title/Skill Set: <i>Making of Modern Europe</i>	Course Time Prior to Keystone/PSSA: % of time
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can trade lead to economic prosperity and political power? • How can ideas be reflected in art, sculpture and architecture? • What conditions can encourage the desire for reform? • How can reform influence society and beliefs? • What are the effects of political and economic expansion? • What effect might social, economic and religious conflicts have on a country? • How would the exercise of absolute power affect a country? • Why do new ideas often spark change? • How do new ways of thinking affect the way people respond to their surroundings? 	<p>Enrichment: Semester long projects and various video presentations will be based on curriculum appropriate works:</p> <ul style="list-style-type: none"> • Students will conduct electronic research on historical figures from the Renaissance, the Reformation, the Age of Exploration, the Age of Absolute Monarchs, and the Scientific Revolution. • Create trading cards, which identify the achievements and contributions of artists, writers, reformers, explorers, and scientists. Identify one individual from this era who significantly impacted the formation of the modern world and compare and contrast that individual with a person from modern history.
<p>PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.W.B: Pa 5.1.W.F: Pa 5.2.W.A: Pa 5.2.W.B: Pa 5.2.W.D: Pa 5.3.W.J: Pa 5.4.W.C: Pa 6.1.W.A: Pa 6.1.W.B: Pa 6.1.W.C: Pa 6.2.W.A: Pa 6.2.W.C: Pa 6.2.W.D: Pa 6.2.W.E: Pa 6.2.W.F: Pa 6.2.W.G: Pa 6.3.W.B: Pa 6.3.W.D: Pa 6.4.W.A: Pa 6.4.W.B: Pa 6.4.W.C: Pa 6.4.W.D: Pa 6.5.W.E: Pa 7.1.W.A: Pa 7.2.W.A: Pa 7.2.W.B: Pa 7.3.W.A: Pa 7.4.W.A: Pa 7.4.W.B: Pa 8.1.W.A: Pa 8.1.W.B: Pa 8.1.W.C: Pa 8.4.W.A: Pa 8.4.W.B: Pa 8.4.W.C: Pa 8.4.W.D</p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Remediation will be provided through various assignments within the textbook. • Teachers will also refer to the students' individual education plan for guidance.
<p>Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.5.9-10.A; CC.8.5.9-10.B; CC.8.5.9-10.C; CC.8.5.9-10.D; CC.8.5.9-10.E; CC.8.5.9-10.F; CC.8.5.9-10.G; CC.8.5.9-10.H; CC.8.5.9-10.I; CC.8.5.9-10.J; CC.8.6.9-10.A; CC.8.6.9-10.B; CC.8.6.9-10.C; CC.8.6.9-10.D; CC.8.6.9-10.E; CC.8.6.9-10.F; CC.8.6.9-10.G; CC.8.6.9-10.H; CC.8.6.9-10.I</p>	<p>IEP/GIEP:</p> <ul style="list-style-type: none"> • Refer to individual student's educational plan under specially designed instruction. • Students will create and utilize graphic organizers to reflect comprehension of prior and newly acquired knowledge.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.1.W.B 5.1.W.F 5.2.W.A 5.2.W.B 5.2.W.D 5.3.W.J 5.4.W.C 6.1.W.A 6.1.W.B 6.1.W.C 6.2.W.A 6.2.W.D 6.2.W.E 6.2.W.F 6.2.W.G 6.3.W.B 6.3.W.D 6.4.W.A 6.4.W.B 6.4.W.C 6.4.W.D 6.5.W.E 7.1.W.A 7.2.W.A 7.2.W.B 7.3.W.A 7.4.W.A 7.4.W.B 8.1.W.A 8.1.W.B 8.1.W.C 8.4.W.A 8.4.W.B	<ul style="list-style-type: none"> Renaissance <ul style="list-style-type: none"> Economic development of Italian city-states New ideas about learning, the individual & government Ideas reflected in art Achievements Art techniques Reformation <ul style="list-style-type: none"> social cultural conditions for reform spread of Protestantism reform influences society Age of Exploration <ul style="list-style-type: none"> motivations economic competition political rivalries new empires Age of Absolutism <ul style="list-style-type: none"> royal consolidation of power divine right monarchs limited monarchies latter Renaissance 	<ul style="list-style-type: none"> Take notes from a variety of instructional presentations Participate constructively in class discussion Thoughtfully view and evaluate all visual presentations in both oral and written form Complete carefully all assigned readings Analyze primary and secondary source documents; such as, The Prince, and Ninety-Five Theses. Develop and write insightful and meaningful essays; such as, an essay comparing and contrasting the war of ideas between Catholic and Protestant nations in Europe, an informative essay identifying the various motives of European explorers, a persuasive essay supporting the rights of legislatures over a monarch, or an informative essay analyzing the scientific method. Demonstrate evaluative and critical thinking skills in both oral and written formats; such as debate over the natural rights of man and the power of a monarch. Participate constructively in a group setting by examining various individual roles that people take in 	<ul style="list-style-type: none"> republic humanism perspective Christian humanism salvation indulgence justification predestination annul ghetto joint-stock company colony mercantilism heretic inflation armada divine right absolute monarch limited monarchy natural rights commonwealth restoration absolutism rationalism scientific method inductive reasoning 	<ul style="list-style-type: none"> Textbook and Supplemental materials Teacher developed notes and activities VHS and DVD support Primary and Secondary source readings Maps, Charts, Graphs Lessons on World History supplement ABC-Clio library database New, updated resources available on East Stroudsburg Social Studies 	<ul style="list-style-type: none"> Include Formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings

8.4.W.C 8.4.W.D	<ul style="list-style-type: none">• Scientific Revolution<ul style="list-style-type: none">○ causes○ breakthroughs○ scientists○ medical breakthroughs	<p>the arts, science, government, and religion.</p> <ul style="list-style-type: none">• Examine the individuals and achievements of this era to demonstrate the formation of the modern world.• Examine how exploration led to the creation of an international economy in which nations became interdependent upon one another.		Department webpage	
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Unit Title/Skill Set: <i>World Beyond Europe/Other World Empires</i>	Course Time Prior to Keystone/PSSA: % of time
<p>Overview: Students will identify, evaluate and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions in the formation of empires and kingdoms in the regions of Africa, Pre-Columbian America, the Middle East, South Asia, and East Asia.</p>	<p>ELL Differentiation: Math & LA specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at: http://www.esasd.net/esl</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How does geography affect society, culture, and trade? • In what ways were civilizations in early Mesoamerica and South America complex? • How were civilizations in early Mesoamerica and South America influenced by previous cultures? • What factors help unify an empire? • How can the creation of a new empire impact the people and culture of a region? • What factors help unify a kingdom or dynasty? • How can external forces influence a kingdom or dynasty? 	<p>Enrichment: Semester long projects and various video presentations will be based on curriculum appropriate works:</p> <ul style="list-style-type: none"> • Students will conduct electronic research on historical figures and leaders from the regions of Africa, Pre-Columbian America, the Middle East, South Asia, and East Asia. • Create a PowerPoint or photostory on a selected leader. Identify one individual from this era who significantly impacted the formation of the modern world and compare and contrast that individual with a person from modern history.
<p>PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.W.B; Pa 5.1.W.F; Pa 5.2.W.A; Pa 5.2.W.B; Pa 5.2.W.D; Pa 5.3.W.J; Pa 5.4.W.C; Pa 6.1.W.A; Pa 6.1.W.B; Pa 6.1.W.C; Pa 6.2.W.A; Pa 6.2.W.C; Pa 6.2.W.D; Pa 6.2.W.E; Pa 6.2.W.F; Pa 6.2.W.G; Pa 6.3.W.B; Pa 6.3.W.D; Pa 6.4.W.A; Pa 6.4.W.B; Pa 6.4.W.C; Pa 6.4.W.D; Pa 6.5.W.E; Pa 7.1.W.A; Pa 7.2.W.A; Pa 7.2.W.B; Pa 7.3.W.A; Pa 7.4.W.A; Pa 7.4.W.B; Pa 8.1.W.A; Pa 8.1.W.B; Pa 8.1.W.C; Pa 8.4.W.A; Pa 8.4.W.B; Pa 8.4.W.C; Pa 8.4.W.D</p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Remediation will be provided through various assignments within the textbook. • Teachers will also refer to the students' individual education plan for guidance.
<p>Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies /CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies: CC.8.5.9-10.A; CC.8.5.9-10.B; CC.8.5.9-10.C; CC.8.5.9-10.D; CC.8.5.9-10.E; CC.8.5.9-10.F; CC.8.5.9-10.G; CC.8.5.9-10.H; CC.8.5.9-10.I; CC.8.5.9-10.J; CC.8.6.9-10.A; CC.8.6.9-10.B; CC.8.6.9-10.C; CC.8.6.9-10.D; CC.8.6.9-10.E; CC.8.6.9-10.F; CC.8.6.9-10.G; CC.8.6.9-10.H; CC.8.6.9-10.I</p>	<p>IEP/GIEP:</p> <ul style="list-style-type: none"> • Refer to individual student's educational plan under specially designed instruction. • Students will create and utilize graphic organizers to reflect comprehension of prior and newly acquired knowledge.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.1.W.B 5.1.W.F 5.2.W.A 5.2.W.B 5.2.W.D 5.3.W.J 5.4.W.C 6.1.W.A 6.1.W.B 6.1.W.C 6.2.W.A 6.2.W.D 6.2.W.E 6.2.W.F 6.2.W.G 6.3.W.B 6.3.W.D 6.4.W.A 6.4.W.B 6.4.W.C 6.4.W.D 6.5.W.E 7.1.W.A 7.2.W.A 7.2.W.B 7.3.W.A 7.4.W.A 7.4.W.B 8.1.W.A 8.1.W.B 8.1.W.C 8.4.W.A 8.4.W.B 8.4.W.C 8.4.W.D	<ul style="list-style-type: none"> Kingdoms and States of Africa <ul style="list-style-type: none"> Songhai East African city-states Pre-Columbian America <ul style="list-style-type: none"> Aztec Empire Inca Empire Muslim Empires <ul style="list-style-type: none"> The Ottoman Empire The Safavid Empire The Mogul Empire East Asian World <ul style="list-style-type: none"> The Ming Dynasty The Qing Dynasty Japan Korea European interactions 	<ul style="list-style-type: none"> Take notes from a variety of instructional presentations Participate constructively in class discussion Thoughtfully view and evaluate all visual presentations in both oral and written form Complete carefully all assigned readings Analyze primary and secondary source documents; such as, the Siege of Constantinople, or Qianlong's Letter to King George III. Develop and write insightful and meaningful essays; such as, an informative essay that analyzes how location allowed for the formation of the East African city-states, a persuasive essay that analyzes how Aztec and Incan civilizations were in a better situation than many European nations prior to the arrival of Columbus, a compare and contrast essay that evaluates the ruling styles of Suleyman I with Abbas the Great, or a persuasive essay about how isolation affected East Asia. Demonstrate evaluative and critical thinking skills in both oral and written formats; such as debate over the ruling styles of leaders referenced in the regions covered. Participate constructively in a group setting by examining how isolationist policies can hurt the development of a region. Examine the individuals and achievements of this era to demonstrate the formation of the modern world. Examine how interaction between peoples of different regions can lead to change, growth, and interdependence. 	<ul style="list-style-type: none"> subsistence farming stateless society successor gunpowder empire sultan shah administrator orthodoxy anarchy subcontinent porcelain isolationist annex archipelago bureaucracy homogeneous society shogun daimyo 		<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings

Unit Title/Skill Set: <i>Enlightenment & World Revolutions</i>	Course Time Prior to Keystone/PSSA: % of time
Overview: Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions throughout the world from 1450-Present with a focus on the Enlightenment Era and World Revolutions.	ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/eloverlay.aspx . Generic found at http://www.esasd.net/esl
Unit Essential Questions: Click here to enter text. <ul style="list-style-type: none"> • Why do new ideas often spark change? • How do new ways of thinking affect the way people respond to their surroundings? • What causes revolution? • How does revolution change society? • How can political control lead to nationalist movements? • How does economic exploitation lead to nationalist movements? 	Enrichment: Semester long projects and various video presentations will be based on curriculum appropriate works: <ul style="list-style-type: none"> • Students will conduct additional electronic research on one of the philosophers of the Enlightenment Era. Students will analyze the philosopher's beliefs and impact on the world. Then, students will create a biography using Photostory or iMovie on the selected philosopher. • Students will conduct additional electronic research on the World Revolutions then compare and contrast two revolutions through the creation of a graphic organizer.
PA & National Content Standard(s): State found at www.pdesas.org/standard/standardsdownloads : Pa 5.1.9.A; Pa 5.1.9.B; Pa 5.1.9.C; Pa 5.2.9.A; Pa 5.2.9.B; Pa 5.2.9.C; Pa 5.2.9.D; Pa 5.3.9.A; Pa 5.3.9.H; Pa 5.3.9.J; Pa 6.1.9.A; Pa 6.2.9.G; Pa 6.3.9.A; Pa 7.1.9.B; Pa 7.3.9.A; Pa 8.1.9.A; Pa 8.1.9.B; Pa 8.1.9.C; Pa 8.3.9.A; Pa 8.3.9.B; Pa 8.3.9.C; Pa 8.3.9.D; Pa 8.4.9.A; Pa 8.4.9.B; Pa 8.4.9.C; Pa 8.4.9.D	Remediation: Click here to enter text. <ul style="list-style-type: none"> • Remediation will be provided through various assignments within the textbook. • Teachers will also refer to the students' individual education plan for guidance.

Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies CC.8.5.9-10.A; CC.8.5.9-10.B; CC.8.5.9-10.C; CC.8.5.9-10.D; CC.8.5.9-10.E; CC.8.5.9-10.F; CC.8.5.9-10.G; CC.8.5.9-10.H; CC.8.5.9-10.I; CC.8.5.9-10.J; CC.8.6.9-10.A; CC.8.6.9-10.B; CC.8.6.9-10.C; CC.8.6.9-10.D; CC.8.6.9-10.E; CC.8.6.9-10.F; CC.8.6.9-10.G; CC.8.6.9-10.H; CC.8.6.9-10.I	IEP/GIEP: <ul style="list-style-type: none"> Refer to individual student's educational plan under specially designed instruction. Students will create and utilize graphic organizers to reflect comprehension of prior and newly acquired knowledge.
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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.1.9.A 5.1.9.B 5.1.9.C 5.2.9.A 5.2.9.B 5.2.9.C 5.2.9.D 5.3.9.A 5.3.9.H 5.3.9.J 6.1.9.A 6.2.9.G 6.3.9.A 7.1.9.B 7.3.9.A 8.1.9.A 8.1.9.B 8.1.9.C 8.3.9.A 8.3.9.B 8.3.9.C 8.3.9.D	<ul style="list-style-type: none"> Enlightenment <ul style="list-style-type: none"> Major Ideas of the Enlightenment Philosophers Effects of the Enlightenment American Revolution <ul style="list-style-type: none"> Causes of the Revolution Influence of the Enlightenment Creation of a Republic Roles of & Effects on Foreign Nations French Revolution <ul style="list-style-type: none"> Causes of the Revolution Influence of the Enlightenment & American Revolution Creation of a new government The Reign of Terror 	<ul style="list-style-type: none"> Take notes from a variety of instructional presentations. Participate constructively in class discussion. Thoughtfully view and evaluate all visual presentations in both oral and written form. Complete carefully all assigned readings. Analyze primary and secondary source documents. Explain the ideas of Hobbes and Locke and other Enlightenment philosophers. Compare and contrast the ideas of Enlightenment philosophers. Explain the legacy of the Enlightenment. Understand some of the forces that can fuel a revolution. Describe the events that led to 	<ul style="list-style-type: none"> Enlightenment Social Contract Natural Rights Separation of Powers Equality Tolerance Philosophie Declaration of Independence Democracy Republic Checks & Balances System The Bill of Rights Federal System of Government Bourgeoisie Declaration of the Rights of Man Nationalism 	<ul style="list-style-type: none"> Textbook & Supplemental materials Teacher developed notes and activities VHS and DVD support Primary and Secondary source readings Maps, Charts, Graphs 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings

8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D	<ul style="list-style-type: none"> ○ Effects of the French Revolution • Napoleonic Wars <ul style="list-style-type: none"> ○ The Rise of Napoleon ○ Napoleon Creates an Empire ○ The Fall of Napoleon ○ Russia (Russification) ○ Congress of Vienna • Latin America Revolutions <ul style="list-style-type: none"> ○ Causes of the Revolution ○ Influence of the Enlightenment ○ Nationalism ○ End of Spanish Rule in the Americas ○ Effects of the Latin American Revolutions 	the American Revolution. <ul style="list-style-type: none"> • Analyze the ideas of the Enlightenment and explain their influence on American government. • Analyze the Enlightenment and American Revolution and their influence on the French Revolution. • Describe the events and the aftermath of the Reign of Terror. • Analyze and describe how the ideas of the French Revolution influenced people. • Analyze and explain Napoleon's role in the French Revolution and how it changed France. • Describe the extent and weaknesses of Napoleon's empire. • Identify the elements of colonial society that caused unrest in Latin America. • Describe the liberation movements in Latin America. • Explain and analyze the impact Enlightenment ideas on democracy had on the Latin American Revolutions. 	<ul style="list-style-type: none"> • Coup d'état • Great Fear • Reign of Terror • Napoleonic Code • Blockade • Peninsulares • Creoles • Mulattos 	<ul style="list-style-type: none"> • Lessons on World History supplement • ABC-Clio library database • New, updated resources available on East Stroudsburg Social Studies Department webpage 	
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Unit Title/Skill Set: <i>Industrial Revolution</i>	Course Time Prior to Keystone/PSSA:
<p>Overview: Students will be to explain how the Industrial Revolution originated in Britain, Identify key inventors and summarize how their inventions in science and technology helped to spur the Industrial Revolution, discuss how industrialization impacted society, and identify and describe the economic and political reforms brought about by Industrialization.</p>	<p>ELL Differentiation: Math & LA specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at: http://www.esasd.net/esl</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How did the Industrial Revolution begin? • Who were the key individuals whose ideas and inventions helped speed up Industrialization? • How did society in Great Britain change as a result of Industrialization? • What economic and political ideas developed as a result of Industrialization? • What was the global impact of Industrialization 	<p>Enrichment: Semester long projects and various video presentations will be based on curriculum appropriate works:</p> <ul style="list-style-type: none"> • Students will conduct electronic research on historical figures from the Industrial Revolution. • Create trading cards, which identify the achievements and contributions of artists, writers, reformers, explorers, and scientists. Identify one individual from this era who significantly impacted the formation of the modern world and compare and contrast that individual with a person from modern history.
<p>PA & National Content Standard(s): State found at www.pdesas.org/standard/standardsdownloads: Pa 5.1.9 A; Pa 5.1.9 B; Pa 5.1.9 C; Pa 5.1.9 F; Pa 5.2.9 B; Pa 5.2.9 C; Pa 5.2.9 D; Pa 5.3.9 B; Pa 5.3.9 C; Pa 5.4.9 B; Pa 5.4.9 D; Pa 5.4.9 E; Pa 6.1.9 A; Pa 6.1.9 B; Pa 6.1.9 C; Pa 6.1.9 D; Pa 6.2.9 A; Pa 6.2.9 B; Pa 6.2.9 D; Pa 6.3.9 A; Pa 6.3.9 B; Pa 6.3.9 D; Pa 6.4.9 B; Pa 6.4.9 D; Pa 6.5.9 A; Pa 6.5.9 B; Pa 6.5.9 E; Pa 7.1.9 B; Pa 7.2.9 A; Pa 7.3.9 A; Pa 7.4.9 A; Pa 7.4.9 B; Pa 8.1.9 B; Pa 8.1.9 C; Pa 8.2.9 A; Pa 8.3.9 A; Pa 8.3.9 C; Pa 8.4.9 D</p>	<p>Remediation: Click here to enter text.</p> <ul style="list-style-type: none"> • Remediation will be provided through various assignments within the textbook. • Teachers will also refer to the students' individual education plan for guidance.
<p>Connecting to Common Core and Other Standards: Common Core found at www.corestandards.org/: CC 8.5.9-10 A; CC 8.5.9-10 C; CC 8.5.9-10 D; CC8.5.9-10 J; CC 8.6.9-10 A; CC 8.6.9-10 C; CC8.6.9-10 D; CC 8.5.9-10 E; CC 8.6.9-10 H</p>	<p>IEP/GIEP:</p> <ul style="list-style-type: none"> • Refer to individual student's educational plan under specially designed instruction. • Students will create and utilize graphic organizers to reflect comprehension of prior and newly acquired knowledge.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.1.9 A 5.1.9 B 5.1.9 C 5.1.9 F 5.2.9 B 5.2.9 C 5.2.9 D 5.3.9 B 5.3.9 C 5.4.9 B 5.4.9 D 5.4.9 E 6.1.9 A 6.1.9 B 6.1.9 C 6.1.9 D 6.2.9 A 6.2.9 B 6.2.9 D 6.3.9 A 6.3.9 B 6.3.9 D 6.4.9 B 6.4.9 D 6.5.9 A 6.5.9 B 6.5.9 E 7.1.9 B 7.2.9 A 7.3.9 A 7.4.9 A 7.4.9 B 8.1.9 B 8.1.9 C	<ul style="list-style-type: none"> Origins of Industrialization <ul style="list-style-type: none"> Agricultural Revolution Population Growth Factory System Scientific and Technological Advances <ul style="list-style-type: none"> James watt and the Steam Engine Henry Bessemer and steel production Henry Ford and the Assembly line Social Changes <ul style="list-style-type: none"> Middle Class Living conditions Urbanization Economic and Political Reforms <ul style="list-style-type: none"> Working Conditions Unions Growth of Democracy Karl Marx Socialism Global Impact of Industrialization Colonialism <ul style="list-style-type: none"> Imperialism Capitalism vs. Socialism Global inequality 	<ul style="list-style-type: none"> Collect, analyze, and interpret historical data concerning child labor in Great Britain and the United States. Participate constructively in a class setting by evaluating the role of labor unions and discussing the importance of workers' rights in a factory system. Compare and contrast the economic systems of Capitalism and Socialism. Evaluate the role and purpose of various social reform laws in Great Britain and the United States. Develop and construct a persuasive essay such as; development and importance of worker rights and unionization. Participate in a small group discussion that focuses on the needs of factory owners and workers during the era of industrialization. Collect and evaluate data from a number of primary and secondary sources within their historical context such as; The Communist Manifesto. 	<ul style="list-style-type: none"> Industrialization Agricultural Revolution Factory System Assembly Line Urbanization Reform Middle Class Socialism Franchise Entrepreneur Urbanization Crop Rotation Iron Plow 	<ul style="list-style-type: none"> Textbook & Supplemental materials Teacher developed notes and activities VHS and DVD support Primary and Secondary source readings Maps, Charts, Graphs Lessons on World History supplement ABC-Clio library database New, updated resources available on East Stroudsburg Social Studies 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings

8.2.9 A 8.3.9 A 8.3.9 C 8.4.9 D				Department webpage	
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Unit Title/Skill Set: <i>The Age of Imperialism</i>	Course Time Prior to Keystone/PSSA: % of time
<p>Overview: Students will identify the nations involved in worldwide Imperialism during the 19th and 20th centuries. They will understand and analyze the reasons for imperialism throughout the world and the effects this movement had upon nations such as Africa and Asia.</p>	<p>ELL Differentiation: Math & LA specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at: http://www.esasd.net/esl</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What spurred imperialism among the traditional world powers? • What effects did European colonization have upon Africa and Asia? 	<p>Enrichment: Semester long projects and various video presentations will be based on curriculum appropriate works:</p> <ul style="list-style-type: none"> • Interpret key themes and provide an accurate summary from various video presentations shown in class such as <ul style="list-style-type: none"> ○ -The Magnificent African Cake ○ -China Rising • Select a specific event that occurred in Africa during years of European Imperialism. Research and provide a summary of how Africans were affected. Integrate student reflection as to whether they would have reacted differently to the situation.
<p>PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.9.A; Pa 5.1.9.B; Pa 5.2.9.B; Pa 5.2.9.D; Pa 5.4.9.A; Pa 5.4.9.B; Pa 5.4.9.C; Pa 5.4.9.E; Pa 6.1.9.A; Pa 6.1.9.B; Pa 6.2.9.A; Pa 6.3.9.D; Pa 6.4.9.B; Pa 6.4.9.D; Pa 7.1.9.A; Pa 7.1.9.B; Pa 7.3.9.A; Pa 8.1.9.A; Pa 8.1.9.B; Pa 8.1.9.C; Pa 8.1.9.D; Pa 8.3.9.A; Pa 8.3.9.B; Pa 8.3.9.C; Pa 8.4.9.A; Pa 8.4.9.B; Pa 8.4.9.C; Pa 8.4.9.D</p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Remediation will be provided through various assignments within the textbook. • Teachers will also refer to the students' individual education plan for guidance.

Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies: CC8.5.9-10A; CC8.5.9-10B; CC8.5.9-10C; CC8.5.9-10D; CC8.5.9-10E; CC8.5.9-10I; CC8.5.9-10J; CC8.6.9-10A; CC8.6.9-10E; CC8.6.9-10F	IEP/GIEP: <ul style="list-style-type: none"> Refer to individual student's educational plan under specially designed instruction. Students will create and utilize graphic organizers to reflect comprehension of prior and newly acquired knowledge.
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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.1.9.A 5.1.9.B 5.2.9.B 5.2.9.D 5.4.9.A 5.4.9.B 5.4.9.C 5.4.9.E 6.1.9.A 6.1.9.B 6.2.9.A 6.3.9.D 6.4.9.B 6.4.9.D 7.1.9.A 7.1.9.B 7.3.9.A 8.1.9.A 8.1.9.B 8.1.9.C 8.1.9.D 8.3.9.A 8.3.9.B	<ul style="list-style-type: none"> Imperialism <ul style="list-style-type: none"> Definition of Imperialism Reasons why Imperialism existed Imperialism in Asia <ul style="list-style-type: none"> Impact of Imperialism on Japan (19th century) The end of Japanese Isolation Reasons for U.S. interest in Japan Impact of Imperialism on China European interest in trade goods from China European spheres of influence in China Factors that led to the decline of the Manchu Dynasty The rebellions that made China a divided, 	<ul style="list-style-type: none"> Determine the meaning of key words and phrases as they are used in the textbook to describe certain aspects of European imperialism and foreign regions being affected Cite textbook evidence to understand reasons why Europeans were interested in colonizing Asia and Africa Compare and contrast the different European methods of imperialism and colonial rule Analyze the reasons for British dominance of India Research and develop an essay about one or more African nations—How they were changed politically, socially, and economically because of European colonial rule and policies Evaluate the positive and negative effect of colonial rule and policies 	<ul style="list-style-type: none"> Imperialism Colonization Extraterritoriality Spheres of Influence Concessions Open Door Policy Exploit Export Annex Indigenous Sepoys Viceroy Direct Rule Indirect Rule Assimilation Paternalism Negritude White Man's Burden Scramble for Africa 	<ul style="list-style-type: none"> Textbook & Supplemental materials Teacher developed notes and activities VHS and DVD support Primary and Secondary source readings Maps, Charts, Graphs Lessons on World History supplement 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings

8.3.9.C 8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D	<p>weakened state</p> <ul style="list-style-type: none"> European Imperialism in Africa <ul style="list-style-type: none"> Impact of Imperialism in Africa The reasons for European interest in Africa The difference in European dominance in South Africa The role that Cecil Rhodes played in promoting British imperialism in southern Africa The short and long term effects that European governance had upon Africa British Rule in India <ul style="list-style-type: none"> Impact of Imperialism in India The source of conflict between the British and Indian people The effects of the Great Rebellion in India The consequences of British rule in India Latin America <ul style="list-style-type: none"> Portuguese/Spanish influence Roman Catholic religion Class system Slavery Mestizo Mulattoes 	<p>upon African society</p> <ul style="list-style-type: none"> Analyze the effects that the Opium War, Unequal Treaties, and the Open Door Policy had upon China Examine how Africans and Indians resisted European rule Research and write a meaningful essay on famous people living in this historic time period The role Cecil Rhodes played in Southern Africa The importance of Commodore Matthew Perry and the significance of the 1853 mission to Japan The crucial role of Mohandas Gandhi and his policy of passive resistance in dealing with the British government in India The significance of other key individuals who are related to imperialism Take notes from a variety of instructional presentations Produce and integrate maps to help understand the significance of these imperial times 		<ul style="list-style-type: none"> ABC-Clio library database New, updated resources available on East Stroudsburg Social Studies Department webpage 	
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	<ul style="list-style-type: none">○ Gold, Glory, God○ Mexico, and Caribbean islands○ Manifest destiny and US relations				
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Unit Title/Skill Set: <i>Nationalism</i>	Course Time Prior to Keystone/PSSA: % of time
<p>Overview: Students will identify, evaluate, and analyze various forces that shaped nationalist movements around the world both before and after World War I. They will identify and compare the social, political, and economic changes inspired by nationalism in parts of Europe, Asia, Africa, the Middle East, and Latin America</p>	<p>ELL Differentiation: Math & LA specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at: http://www.esasd.net/esl</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can political control and strong rulers lead to nationalist movements? • How does economic exploitation lead to nationalist movements? 	<p>Enrichment: Semester long projects and various video presentations will be based on curriculum appropriate works:</p> <ul style="list-style-type: none"> • View the award-winning movie , <u>Gandhi</u> • Compare primary accounts of the events during this time period with those shown in the movie. • Write an essay on the effect Mohandas Gandhi had upon India’s nationalist movement and British colonial rule. • Choose one nation that you feel was most impressive in promoting nationalism and present findings in a debate format.
<p>PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.2.9.A; Pa 5.2.9.B; Pa 5.2.9.C; Pa 5.2.9.D; Pa 6.3.9.D; Pa 6.4.9.D; Pa 7.1.9.A; Pa 7.1.9.B; Pa 7.1.12.A; Pa 7.1.12.B; Pa 7.3.9.A; Pa 8.1.9.A; Pa 8.1.9.B; Pa 8.1.9.C; Pa 8.4.9.A; Pa 8.4.9.B; Pa 8.4.9.C; Pa 8.4.9.D; Pa 8.4.12.A; Pa 8.4.12.C; Pa 8.4.12.D</p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Remediation will be provided through various assignments within the textbook. • Teachers will also refer to the students’ individual education plan for guidance.

Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies: CC.8.5.9-10.A; CC.8.5.9-10.B; CC.8.5.9-10.C; CC.8.5.9-10.D; CC.8.5.9-10.E; CC.8.5.9-10.I; CC.8.5.9-10.J; CC.8.6.9-10.A; CC.8.6.9-10.E; CC.8.6.9-10.F	IEP/GIEP: <ul style="list-style-type: none"> Refer to individual student's educational plan under specially designed instruction. Students will create and utilize graphic organizers to reflect comprehension of prior and newly acquired knowledge.
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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.2.9.A 5.2.9.B 5.2.9.C 5.2.9.D 6.3.9.D 6.4.9.D 7.1.9.A 7.1.9.B 7.1.12.A 7.1.12.B 7.3.9.A 8.1.9.A 8.1.9.B 8.1.9.C 8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D 8.4.12.A 8.4.12.C 8.4.12.D	<ul style="list-style-type: none"> Nationalism <ul style="list-style-type: none"> Definition Regional differences Nationalist movements before WWI <ul style="list-style-type: none"> Italy Germany Great Britain France Latin America Social, political, and economic causes in each Russia (russification) Nationalist movements after WWI <ul style="list-style-type: none"> Middle East Africa Asia Latin America 	<ul style="list-style-type: none"> Compare and contrast the German unification with that of Italy's between 1860 to 1870. Analyze the importance of strong political figures, economic growth of the middle class, and the development of powerful militaries. Research the policies of Queen Victoria. Analyze the importance of her rule and the effect that she had upon the advancement of nationalism in Great Britain. Identify the changes brought about in France due to the rule of Napoleon III. Analyze his response to public discontent. Analyze the effect that Hungarian nationalism had upon the Austrian Empire in 1867. Understand how the nationalist revolts in Latin America were influenced by the French and American Revolutions. Compare and contrast the two great nationalist leaders of China and India—Mao Zedong and Mohandas Gandhi. Show 	<ul style="list-style-type: none"> Nationalism Unification Militarism Plebiscite Creoles Peninsulares Mestizos Caudilo Cash Crop Genocide Ethnic Cleansing Caliphate Pan-Africanism Civil Disobedience Zaibatsu Guerrilla Tactics Redistribution of Wealth 	<ul style="list-style-type: none"> Textbook & Supplemental materials Teacher developed notes and activities VHS and DVD support Primary and Secondary source readings Maps, Charts, Graphs Lessons on World History supplement 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings

	<ul style="list-style-type: none">○ Russia (Soviet Union)	<p>how each differed in their approach to achieving goals.</p> <ul style="list-style-type: none">• Analyze the relationship between the Zaibatsu and militarism in early 20th century Japan.• Identify the forces that motivated African independence movements after WWI.	<ul style="list-style-type: none">• Oligarchy	<ul style="list-style-type: none">• ABC-Clio library database• New, updated resources available on East Stroudsburg Social Studies Department webpage	
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Unit Title/Skill Set: <i>World War I</i>	Course Time Prior to Keystone/PSSA: % of time
<p>Overview: Students will identify, evaluate, and analyze social and cultural relations, economic/military development, geographic influences, and political actions in Europe and how militarism, alliances, imperialism, and nationalism lead to a world war. Furthermore students will assess trench warfare and the Versailles Treaty.</p>	<p>ELL Differentiation: Math & LA specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at: http://www.esasd.net/esl</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How did militarism, alliances, imperialism, and nationalism lead to a world war? • Why does the assassination of Franz Ferdinand spark the start of the World War I? • What are the differences between the Eastern and Western front? • How does the Russian Revolution change the world? • What is the impact of the treaty of Versailles? 	<p>Enrichment: Semester long projects and various video presentations will be based on curriculum appropriate works:</p> <p>Students will have readings from the following books, and other readings/research projects.</p> <ul style="list-style-type: none"> • Page, Thomas N. <i>Italy and the World War</i> • Lincoln, W. Bruce. <i>Passage Through Armageddon: The Russians in War and Revolution, 1914-1918</i> • Buchan, John. <i>The history of the South African forces in France</i> • Hallas, James H. <i>Doughboy War: The American Expeditionary Force in World War I</i> • Herwig, Holger H, <i>The First World War: Germany and Austria-Hungary 1914-1918,</i>
<p>PA & National Content Standard(s): State found at www.pdesas.org/standard/standardsdownloads: Pa 5.1.9.A; Pa 5.1.9.B; Pa 5.1.9.C; Pa 5.1.9.F; Pa 5.1.12.F; Pa 5.3.9.D; Pa 5.2.9.A; Pa 5.2.9.B; Pa 5.2.12.B; Pa 5.3.9.H; Pa 5.3.9.J; Pa 5.3.12.H; Pa 5.4.9.B; Pa 5.4.9.C; Pa 5.4.12.A; Pa 6.1.9.A; Pa 6.1.9.B; Pa 6.1.9.C; Pa 6.1.9.D; Pa 6.2.9.C; Pa 6.1.12.A; Pa 6.2.9.E; Pa 6.2.9.G; Pa 6.2.12.A; Pa 6.2.12.E; Pa 6.3.9.A; Pa 6.3.9.B; Pa 6.3.9.D; Pa 6.3.12.C; Pa 6.3.12.D; Pa 6.4.9.A; Pa 6.4.9.B; Pa 6.4.9.D; Pa 6.4.12.B; Pa 6.5.9.B; Pa 6.5.12.B; Pa 6.5.12.E; Pa 7.1.9.B; Pa 7.1.12.A; Pa 7.1.12.B; Pa 7.2.12.B; Pa 7.3.9.A; Pa 7.4.12.B; Pa 8.1.9.A; Pa 8.1.9.B; Pa 8.1.9.C; Pa 8.1.12.A; Pa 8.1.12.B; Pa 8.1.1.C; Pa 8.4.9.A; Pa 8.4.9.B; Pa 8.4.9.C; Pa 8.4.9.D; Pa 8.4.12.A; Pa 8.4.12.B; Pa 8.4.12.C</p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Remediation will be provided through various assignments within the textbook. • Teachers will also refer to the students' individual education plan for guidance.

Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies /CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies: CC.8.5.9-10.A; CC.8.5.10.B; CC.8.5.10.C; CC.8.5.10.D; CC.8.5.10.E; CC.8.5.10.F; CC.8.5.10.G; CC.8.5.10.H; CC.8.5.10.I; CC.8.5.10.J; CC.8.6.9-10.A; CC.8.6.9-10.B; CC.8.6.9-10.C; CC.8.6.9-10.D; CC.8.6.9-10.E; CC.8.6.9-10.F; CC.8.6.9-10.G; CC.8.6.9-10.H; CC.8.6.9-10.I.	IEP/GIEP: <ul style="list-style-type: none"> Refer to individual student's educational plan under specially designed instruction. Students will create and utilize graphic organizers to reflect comprehension of prior and newly acquired knowledge.
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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.1.9.A 5.1.9.B 6.1.9.A 6.1.9.B 6.1.9.C 6.1.9.D 7.1.9.B 7.1.12.A 7.1.12.B 7.2.12.B 7.3.9.A 7.4.12.B 8.1.9.A 8.1.9.B 8.1.9.C 8.1.12.A 8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D 8.4.12.A 8.4.12.B 8.4.12.C	<ul style="list-style-type: none"> Major Causes of World War I <ul style="list-style-type: none"> Militarism Alliances Imperialism Nationalism Immediate cause of World War I <ul style="list-style-type: none"> Assassination of Franz Ferdinand Serbia v. Austria-Hungary Reasons for entering World War I <ul style="list-style-type: none"> Russia Great Britain France Austria-Hungary Germany Ottoman Empire Bulgaria Italy United States 	<ul style="list-style-type: none"> Analyze primary and secondary sources Compare viewpoints of different countries Researching data and forming an opinion (backed with evidence) Evaluate the role that new technology and alliances have on war Note Taking (audio/visual) Group Work Oral Presentation Writing Skills and essay preparation Participate Constructively in class Reading: Content Literacy skills Distinguish facts from fiction 	<ul style="list-style-type: none"> Mobilization Alliance Nationalism Militarism Blockade Self-Determination Trench Warfare Imperialism Armistice Stalemate Propaganda Russian Revolution U-boat Reparations Military Draft 	<ul style="list-style-type: none"> Textbook & Supplemental materials Teacher developed notes and activities VHS and DVD support Primary and Secondary source readings Maps, Charts, Graphs Lessons on World History supplement 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings

	<ul style="list-style-type: none"> • Trench Warfare <ul style="list-style-type: none"> ○ “digging in” ○ New weapons and technology ○ Trench layout and life ○ “over the top attack” ○ “no man’s land” ○ How to fight ○ Key battles • Russian Revolution <ul style="list-style-type: none"> ○ Vladimir Lenin ○ Communism ○ Fall of the Romanov’s ○ Russian Civil War • Versailles Treaty <ul style="list-style-type: none"> ○ The Big Four ○ Terms of the treaty ○ Germany Forced to sign ○ League of Nations ○ Self-Determination ○ Impact of the Treaty on the world 			<ul style="list-style-type: none"> • ABC-Clio library database • New, updated resources available on East Stroudsburg Social Studies Department webpage 	
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Unit Title/Skill Set: World War II	Course Time Prior to Keystone/PSSA: % of time
<p>Overview: Students will identify, evaluate, and analyze social/cultural relations, economic/military development, geographic influences, and political actions in Europe/Asia and how the rise of dictators, a global depression, alliances, Imperialism, the Versailles Treaty, and nationalism lead the world into war. Furthermore, students will evaluate the war in Europe and the Pacific and how the results will change the world forever.</p>	<p>ELL Differentiation: Math & LA specific found at: www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at: http://www.esasd.net/esl</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How did the results of World War I lead to World War II? • How did new strategies and technologies impact the outcome of World War II? • What was the global impact of World War II? 	<p>Enrichment: Semester long projects and various video presentations will be based on curriculum appropriate works:</p> <p>Students will have readings from the following books, and other readings/research projects.</p> <ul style="list-style-type: none"> • Churchill: A Study in Greatness <i>Author:</i> Geoffrey Best <i>City:</i> London, <i>Country:</i> United Kingdom • The Long Walk (Soviet Union) <i>Author:</i> Slavomir Rawicz • The Burma Road: The Epic Story of the China-Burma-India Theater in World War II <i>Author:</i> Donovan Webster • <u>Kasserine Pass: Rommel's Bloody, Climatic Battle for Tunisia</u> <i>Author:</i> Martin Blumenson • <u>Island Victory : The Battle of Kwajalein Atoll</u> <i>Author:</i> Brigadier General S. L. A. Marshall

<p>PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.9.A; Pa 5.1.9.B; Pa 5.1.9.C; Pa 5.1.9.F; Pa 5.1.12.F; Pa 5.3.9.D; Pa 5.2.9.A; Pa 5.2.9.B; Pa 5.2.12.B; Pa 5.3.9.H; Pa 5.3.9.J; Pa 5.3.12.H; Pa 5.4.9.B; Pa 5.4.9.C; Pa 5.4.12.A; Pa 6.1.9.A; Pa 6.1.9.B; Pa 6.1.9.C; Pa 6.1.9.D; Pa 6.2.9.C; Pa 6.1.12.A; Pa 6.2.9.E; Pa 6.2.9.G; Pa 6.2.12.A; Pa 6.2.12.E; Pa 6.3.9.A; Pa 6.3.9.B; Pa 6.3.9.D; Pa 6.3.12.C; Pa 6.3.12.D; Pa 6.4.9.A; Pa 6.4.9.B; Pa 6.4.9.D; Pa 6.4.12.B; Pa 6.5.9.B; Pa 6.5.12.B; Pa 6.5.12.E; Pa 7.1.9.B; Pa 7.1.12.A; Pa 7.1.12.B; Pa 7.2.12.B; Pa 7.3.9.A; Pa 7.4.12.B; Pa 8.1.9.A; Pa 8.1.9.B; Pa 8.1.9.C; Pa 8.1.12.A; Pa 8.1.12.B; Pa 8.1.12.C; Pa 8.4.9.A; Pa 8.4.9.B; Pa 8.4.9.C; Pa 8.4.9.D; Pa 8.4.12.A; Pa 8.4.12.B; Pa 8.4.12.C</p>	<p>Remediation:</p> <ul style="list-style-type: none"> Remediation will be provided through various assignments within the textbook. Teachers will also refer to the students' individual education plan for guidance.
<p>Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies: CC.8.5.9-10.A; CC.8.5.10.B; CC.8.5.10.C; CC.8.5.10.D; CC.8.5.10.E; CC.8.5.10.F; CC.8.5.10.G; CC.8.5.10.H; CC.8.5.10.I; CC.8.5.10.J; CC.8.6.9-10.A; CC.8.6.9-10.B; CC.8.6.9-10.C; CC.8.6.9-10.D; CC.8.6.9-10.E; CC.8.6.9-10.F; CC.8.6.9-10.G; CC.8.6.9-10.H; CC.8.6.9-10.I</p>	<p>IEP/GIEP:</p> <ul style="list-style-type: none"> Refer to individual student's educational plan under specially designed instruction. Students will create and utilize graphic organizers to reflect comprehension of prior and newly acquired knowledge.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.1.9.A 5.1.9.B 6.1.9.A 6.1.9.B 6.1.9.C 7.1.9.B 7.1.12.A 7.1.12.B 7.2.12.B 7.3.9.A 7.4.12.B 8.1.9.A	<ul style="list-style-type: none"> The effect of the Versailles Treaty/ Depression on Europe <ul style="list-style-type: none"> Germany is severely punished US depression goes global Failure of the league of nations Rise of dictators in Europe/Asia <ul style="list-style-type: none"> Japanese Empire Germany Italy Soviet Union 	<ul style="list-style-type: none"> Analyze primary and secondary sources Compare viewpoints of different countries Researching data and forming an opinion (backed with evidence) Evaluate the role that new technology and alliances have on war Note Taking (audio/visual) Group Work Oral Presentation Writing Skills and essay 	<ul style="list-style-type: none"> Depression Appeasement Holocaust Communism Democracy Totalitarian state Nazism Fascism Blitzkrieg Kamikaze Concentration camps Maginot line Island hopping 	<ul style="list-style-type: none"> Textbook & Supplemental materials Teacher developed notes and activities VHS and DVD support Primary and Secondary 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects

8.1.9.B 8.1.9.C 8.1.12.A 8.4.9.A 8.4.9.B 8.4.9.C 8.4.9.D 8.4.12.A 8.4.12.B 8.4.12.C	<ul style="list-style-type: none"> Germany under Hitler <ul style="list-style-type: none"> Breaks the Versailles Treaty Holocaust Aggressive actions, Austria, Rhineland, Czechoslovakia Non-Aggression pact Start of WWII (Poland) European Theatre <ul style="list-style-type: none"> Hitler's early victories Battle of Britain African Campaign Normandy Stalingrad Liberation of Europe End of war in Europe Pacific Theatre <ul style="list-style-type: none"> Japanese aggression (China, other parts of Asia) Pearl Harbor Philippines Coral Sea (Australia) Midway Iwo Jima Okinawa Atomic Bombs End of War Results of WWII <ul style="list-style-type: none"> Superpowers Impact on the world (South America, Middle East, Asia. Africa) 	preparation <ul style="list-style-type: none"> Participate Constructively in class Reading: Content Literacy skills Distinguish facts from fiction 	<ul style="list-style-type: none"> Military draft 	source readings <ul style="list-style-type: none"> Maps, Charts, Graphs Lessons on World History supplement ABC-Clio library database New, updated resources available on East Stroudsburg Social Studies Department webpage 	<ul style="list-style-type: none"> Formal and creative writings
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	<ul style="list-style-type: none">○ Cold War looms○ Democracy v Communism				
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Unit Title/Skill Set: <i>The Cold War</i>	Course Time Prior to Keystone/PSSA:
<p>Overview: Students will identify, analyze and explain how World War II and the division of Germany led to the rise of Superpowers the United States and the Soviet Union. Students will explain how the United States policy of containment led to various conflicts around the world. They will be able to compare and contrast the economic systems of Capitalism and Socialism, identify how the Cold War led to advances in Science and Mathematics, Discuss the effects of the reunification of Germany, and identify the various challenges that Europe and the former Soviet faced after the Cold War.</p>	<p>ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl:</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How did World War II and the division of Germany lead to the rise of the Superpowers the United States and the Soviet Union after 1945 • What policies did the United States and the “Free World” put in place as a way to contain the spread of Communism throughout the world? • What were the major conflicts that were the result of the United States policy of Containment? • How did the Cold War lead to advances in Science and Mathematics? • What economic and political challenges did European nations face at the end of the Cold War? 	<p>Enrichment: Semester long projects and various video presentations will be based on curriculum appropriate works:</p> <ul style="list-style-type: none"> • Students will read select excerpts from The Communist Manifesto. • Students will construct an informative essay that explains how class struggles in Europe lead to various revolutions with a specific focus on Russia during the age of Czars. • Students will conduct electronic research to investigate modern day revolutions and compare and contrast them with the Russian Revolution.
<p>PA & National Content Standard(s): State found at www.pdesas.org/standard/standardsdownloads: Pa 5.1.9 A; Pa 5.1.9 B; Pa 5.2.9 A; Pa 5.2.9 B; Pa 5.2.9 D; Pa 5.3.9 B; Pa 5.3.9 C; Pa 5.3.9 H; Pa 5.3.9 J; Pa 5.4.9 A; Pa 5.4.9 B; Pa 5.4.9 C; Pa 5.4.9 D; Pa 5.4.9 E; Pa 6.1.9 B; Pa 6.1.9 C; Pa 6.2.9 C; Pa 6.2.9 E; Pa 6.2.9 G; Pa 6.3.9 A; Pa 6.3.9 B; Pa 6.3.9 D; Pa 6.4.9 B; Pa 6.5.9 A; Pa 6.5.9 B; Pa 7.1.9 B; Pa 7.3.9 A; Pa 8.3.9 C; Pa 8.4.9 D</p>	<p>Remediation: Click here to enter text.</p> <ul style="list-style-type: none"> • Remediation will be provided through various assignments within the textbook. • Teachers will also refer to the students’ individual education plan for guidance.

Connecting to Common Core and Other Standards: <i>Common Core found at www.corestandards.org/:</i> Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies: CC 8.5.9-10 A; CC 8.5.9-10 B; CC 8.5.9-10 D; CC8.5.9-10 J; CC 8.6.9-10 A; CC 8.6.9-10 C; CC8.6.9-10 D; CC 8.5.9-10 E; CC 8.6.9-10 H	IEP/GIEP: <ul style="list-style-type: none"> Refer to individual student's educational plan under specially designed instruction. Students will create and utilize graphic organizers to reflect comprehension of prior and newly acquired knowledge.
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Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.1.9 A 5.1.9 B 5.2.9 A 5.2.9 B 5.2.9 D 5.3.9 B 5.3.9 C 5.3.9 H 5.3.9 J 5.4.9 A 5.4.9 B 5.4.9 C 5.4.9 D 5.4.9 E 6.1.9 B 6.1.9 C 6.2.9 C 6.2.9E 6.2.9 G 6.3.9 A 6.3.9 B 6.4.9 B 6.4.9 D	<ul style="list-style-type: none"> Origins of the Cold war <ul style="list-style-type: none"> Division of Germany Berlin Wall Berlin airlift NATO Warsaw Pact Containment <ul style="list-style-type: none"> China's Communist Revolution Korean War Vietnam War Science and Technology <ul style="list-style-type: none"> Sputnik Nuclear Age Cuba <ul style="list-style-type: none"> Cuban Missile Crisis Bay of Pigs Germany Reunited 	<ul style="list-style-type: none"> Use a timeline to sequence events surrounding the Cold War. Compare and contrast information to learn how political divisions lead to the arms race. Analyze primary sources to understand that the policy of containment sought to prevent the spread of Communism. Summarize China's relationship with the United States and the Soviet Union during the Cold War. Read and interpret maps to help identify the causes of the Korean and Vietnam War. Use a timeline to sequence the events surrounding the Cold War. 	<ul style="list-style-type: none"> Cold War Containment Capitalism NATO Warsaw Pact Glasnost Perestroika Sputnik Socialism Free World Communist Block Satellite State 	<ul style="list-style-type: none"> Textbook & Supplemental materials Teacher developed notes and activities VHS and DVD support Primary and Secondary source readings Maps, Charts, Graphs Lessons on World History supplement ABC-Clio library database 	<ul style="list-style-type: none"> Varied formative, summative, diagnostic, and/or benchmark assessments Shared assessments from collegial sharing Projects Formal and creative writings

6.5.9 A 6.5.9 B 7.1.9 B 7.3.9 A 8.3.9 C 8.4.9 D	<ul style="list-style-type: none">• Fall of the Soviet Union• Economic and Political Challenges.<ul style="list-style-type: none">○ Glasnost○ Perestroika			<ul style="list-style-type: none">• New, updated resources available on East Stroudsburg Social Studies Department webpage	
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Unit Title/Skill Set: <i>Globalization</i>	Course Time Prior to Keystone/PSSA: % of time
<p>Overview: Students will identify, evaluate, and analyze social and cultural relations, economic developments, geographic influences, and political and governmental actions throughout the world from 1450-Present with a focus on globalization and contemporary issues in the post-Cold War era.</p>	<p>ELL Differentiation: Math & LA specific found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx. Generic found at http://www.esasd.net/esl:</p>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How has the end of the Cold War affected nations throughout the world? • What influences global political and economic relationships? • How do social and environmental issues affect countries differently? • How do world organizations promote security and aid throughout the world? 	<p>Enrichment: Semester long projects and various video presentations will be based on curriculum appropriate works:</p> <ul style="list-style-type: none"> • Students will conduct additional electronic research on a contemporary world issue. Students will choose a world issue (i.e. A.I.D.S. or Terror) and analyze its impact on a region of the world. Then, students will create and present a resolution to help solve the issue. • Students will conduct additional electronic research on a world organization. Students will then create an electronic brochure describing the organization's mission as well as how it provides aid and impacts security throughout the world.
<p>PA & National Content Standard(s): <i>State found at www.pdesas.org/standard/standardsdownloads:</i> Pa 5.1.9.A; Pa 5.1.9.B; Pa 5.2.9.B; Pa 5.3.9.J; Pa 5.4.9.C; Pa 5.4.9.D; Pa 6.1.9.A; Pa 6.1.9.B; Pa 6.2.9.B; Pa 6.2.9.C; Pa 6.2.9.D; Pa 6.2.9.E; Pa 6.2.9.G; Pa 6.3.9.A; Pa 6.3.9.D; Pa 6.4.9.A; Pa 6.4.9.B; Pa 6.4.9.C; Pa 6.4.9.D; Pa 7.1.9.B; Pa 7.3.9.A; Pa 8.1.9.A; Pa 8.1.9.B; Pa 8.1.9.C; Pa 8.4.9.A; Pa 8.4.9.C; Pa 8.4.9.D</p>	<p>Remediation:</p> <ul style="list-style-type: none"> • Remediation will be provided through various assignments within the textbook. • Teachers will also refer to the students' individual education plan for guidance.

Connecting to Common Core and Other Standards:

Common Core found at www.corestandards.org/: Common Core for Literacy in History and Social Studies / CCR Anchor Standards focus numbers 1-10 for grades 9-12. Common Core History and Social Studies:

CC.8.5.9-10.A; CC.8.5.9-10.B; CC.8.5.9-10.C; CC.8.5.9-10.D; CC.8.5.9-10.E; CC.8.5.9-10.F; CC.8.5.9-10.G; CC.8.5.9-10.H; CC.8.5.9-10.I; CC.8.5.9-10.J; CC.8.6.9-10.A; CC.8.6.9-10.B; CC.8.6.9-10.C; CC.8.6.9-10.D; CC.8.6.9-10.E; CC.8.6.9-10.F; CC.8.6.9-10.G; CC.8.6.9-10.H; CC.8.6.9-10.I

IEP/GIEP:

- Refer to individual student's educational plan under specially designed instruction.
- Students will create and utilize graphic organizers to reflect comprehension of prior and newly acquired knowledge.

Assessment Anchors & Eligible Content	Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
5.1.9.A 5.1.9.B 5.2.9.B 5.3.9.J 5.4.9.C 5.4.9.D 6.1.9.A 6.1.9.B 6.2.9.B 6.2.9.C 6.2.9.D 6.2.9.E 6.2.9.G 6.3.9.A 6.3.9.D 6.4.9.A 6.4.9.B 6.4.9.C 6.4.9.D 7.1.9.B 7.3.9.A 8.1.9.A 8.1.9.B	<ul style="list-style-type: none"> • Global Interdependence <ul style="list-style-type: none"> ○ Impact of Science & Technology ○ Impact of Global Economic Development ○ Cultural Diffusion • Rise of Nations post-Cold War <ul style="list-style-type: none"> ○ The New Russia ○ East Asia ○ Middle East ○ Africa • Role of World Organizations & Agencies <ul style="list-style-type: none"> ○ United Nations ○ NATO ○ European Union ○ Africa Union ○ OPEC ○ NAFTA 	<ul style="list-style-type: none"> • Take notes from a variety of instructional presentations. • Participate constructively in class discussion. • Thoughtfully view and evaluate all visual presentations in both oral and written form. • Complete carefully all assigned readings. • Analyze primary and secondary source documents. • Draw conclusions about conflicts throughout the world post-Cold War. • Interpret primary sources to understand apartheid. • Understand the causes of continuing tensions between North and South Korea. • Compare and contrast economic, social, and political issues in world regions in the post-Cold War period. 	<ul style="list-style-type: none"> • Globalization • Interdependence • Developing Nations • Global Economy • Multinational Corporation • Free trade • Arab-Israeli Conflict • Gender Inequality • Greenhouse Effect • Deforestation • Desertification • Weapons of Mass Destruction • Terrorism • A.I.D.S. 	<ul style="list-style-type: none"> • Textbook & Supplemental materials • Teacher developed notes and activities • VHS and DVD support • Primary and Secondary source readings • Maps, Charts, Graphs • Lessons on World History supplement 	<ul style="list-style-type: none"> • Varied formative, summative, diagnostic, and/or benchmark assessments • Shared assessments from collegial sharing • Projects • Formal and creative writings

8.4.9.A 8.4.9.C 8.4.9.D	<ul style="list-style-type: none"> Contemporary/Global Issues <ul style="list-style-type: none"> Human Rights The Environment Overpopulation Famine/Disease Conflicts <ul style="list-style-type: none"> Arab-Israeli Conflict Terrorism Genocide in Africa 	<ul style="list-style-type: none"> Draw conclusions about the causes and impact of terrorism. Explain how world organizations work to solve problems. Analyze primary sources to understand the causes and effects of ethnic conflict and genocide. Read and interpret maps & graphs to understand that poverty, hunger, & health pandemics continue to plague many developing countries. Compare & contrast women's rights in countries around the world. Understand and draw conclusions about world population growth. Identify & understand the costs & benefits of globalization. Summarize the ways in which scientific discoveries have transformed society. Identify environmental challenges & solutions to those problems. 		<ul style="list-style-type: none"> ABC-Clio library database New, updated resources available on East Stroudsburg Social Studies Department webpage 	
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5.1.9.A: Apply examples of the **rule of law** as related to **individual rights** and the **common good**.

5.1.9.B: Analyze the major arguments advanced for different systems of **government**.

5.1.12.F: Evaluate the role of **nationalism** in uniting and dividing **citizens**.

5.2.9.B: Analyze strategies used to resolve conflicts in society and **government**.

5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

5.3.9.J: Compare and contrast various systems of government.

5.3.12.H: Evaluate the role of **mass media** in setting public agenda and influencing political life.

5.4.9.C: Identify the role of international organizations.

5.4.9.D: Analyze the various **mass media** outlets and their influence on global issues.

5.4.12.A: Examine **foreign policy** perspectives, including **realism**, **idealism**, and **liberalism**.

6.1.9.A: Analyze how **choices** are made because of **scarcity**.

6.1.9.B: Identify the origin of **resources** and analyze the impact on the production of **goods** and **services**.

6.1.12.B: Evaluate the economic reasoning behind a choice. Evaluate effective allocation of **resources** for the production of **goods** and **services**.

6.1.12.C: Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.

6.1.12.D: Predict how changes in **incentives** may affect the choices made by individuals, businesses, communities, and nations.

6.2.9.B: Explain how **competition** between buyers and sellers affects **price**.

6.2.9.C: Analyze how media affects economic decisions.

6.2.9.D: Explain the laws of **supply** and **demand** and how these affect the **prices** of **goods** and **services**.

6.2.9.E: Analyze the characteristics of economic expansion, **recession**, and **depression**.

6.2.9.G: Compare and contrast various **economic systems**.

6.2.12.A: Evaluate the flow of **goods** and **services** in an international economy.

6.2.12.E: Evaluate the health of an economy (local, regional, national, global) using economic indicators.

6.3.9.A: Analyze the process through which government provides **public goods** and **services**.

6.3.9.D: Explain why governments limit or promote international **trade**.

6.3.12.C: Evaluate the social, political, and **economic costs/benefits** of potential changes to taxation policies.

6.3.12.D: Evaluate the role that governments play in international **trade**.

6.4.9.A: Explain how **specialization** contributes to economic interdependence on a national and international level.

6.4.9.B: Explain how **trade** contributes to economic **interdependence**.

6.4.9.C: Explain the scope and influence of **multinational corporations** and other non-government organizations.

6.4.9.D: Explain how the level of development of transportation, communication networks, and technology affect economic **interdependence**.

6.4.12.B: Assess the growth and impact of international **trade** around the world.

6.5.12.B: Evaluate how changes in education, incentives, technology, and capital investment alter productivity.

6.5.12.E: Compare distribution of wealth across nations.

7.1.9.B: Explain and locate **regions** and their shared connections as defined by physical and **human features**.

7.1.12.A: Use **geographic tools** to analyze information about the interaction between people, **places**, and the **environment**.

7.1.12.B: Assess how physical changes to a **region** may have global impact.

7.2.12.B: Analyze the significance of physical processes in shaping the character of **places** and **regions**.

7.3.9.A: Explain the human characteristics of **places** and **regions** using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

7.4.12.B: Analyze the global effects of human activity on the physical systems.

8.1.9.A: Compare patterns of continuity and change over time, applying **context of events**.

8.1.9.B: Compare the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.

8.1.9.C: Construct research on a historical topic using a **thesis statement** and demonstrate use of appropriate **primary and secondary sources**.

8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying **context of events**.

8.1.12.B: Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationship

8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

8.4.9.A: Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.

8.4.9.C: Analyze how continuity and change have impacted world history.

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organization

8.4.9.D: Analyze how **conflict** and cooperation among groups and organizations have influenced the history and development of the world.

8.4.12.A: Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.

8.4.12.B: Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.

8.4.12.C: Evaluate how continuity and change have impacted the world today.