

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**WORLD HISTORY**

**GRADE 10**

Date of Board Approval: May 17, 2018

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b>	World History	<b>SUBJECT:</b>	Social Studies	<b>GRADE LEVEL:</b>	10
<b>COURSE LENGTH:</b>	Year	<b>DURATION:</b>	50 minutes/day	<b>FREQUENCY:</b>	5 days/week
<b>PREREQUISITES:</b>	None	<b>CREDIT:</b>	1	<b>LEVEL:</b>	Option I, II

**Course Description/Objectives:**

World History is a survey course that explores the key events and global historical developments since 1350 A.C.E. that have shaped the world we live in today. The scope of World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics and law, military conflict, literature and the arts. The purpose of study will be to develop a greater understanding of how cultural institutions and beliefs shape the evolution of human societies. The course will illuminate connections between our lives and those of our ancestors around the world. Students will uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students will refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

**Text:** World History: The Modern Era, Pearson, 2016.

**Curriculum Writing Committee:** Jason Erb      Brett Ickes  
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## COURSE TIMELINE

<b>Unit 1: Medieval Civilizations - Review</b>	10 days
<ul style="list-style-type: none"><li>● Examine the structure of Medieval Europe to that of the Roman Empire</li><li>● Analyze how Feudalism impacted the political system in Europe</li><li>● Explain the impact of the Black Death and Crusades on Medieval society</li></ul>	
<b>Unit 2: Renaissance and Reformation</b>	17 days
<ul style="list-style-type: none"><li>● Describe the characteristics of the Renaissance and understand why it began</li><li>● Identify Renaissance artists and explain how new ideas affected the arts of the period</li><li>● Understand how writers of the time addressed Renaissance themes</li><li>● Explain the impact of the Renaissance</li></ul>	
<b>Unit 3: Age of Exploration and Exchange</b>	12 days
<ul style="list-style-type: none"><li>● Understand the major causes of European exploration</li><li>● Analyze the impact of early Portuguese and Spanish exploration and expansion</li><li>● Describe how the Portuguese established footholds on Africa's coasts</li></ul>	
<b>Unit 4: Age of Absolutism</b>	12 days
<ul style="list-style-type: none"><li>● Identify the characteristics of absolute monarchy, including the concept of divine right</li><li>● Explain how Charles V and Philip II consolidated power</li><li>● Understand how France built a centralized monarchy after the wars of religion</li><li>● Evaluate Louis XIV as an absolute monarch</li></ul>	
<b>Unit 5: Enlightenment and Revolution</b>	18 days
<ul style="list-style-type: none"><li>● Explain the political philosophies of Hobbes, Locke, Voltaire, Montesquieu, and Rousseau</li><li>● Describe how Enlightenment ideas spread and influenced the arts</li><li>● Trace the causes of the French Revolution</li><li>● Identify the reforms enacted by the National Assembly, including the Declaration of the Rights of Man and the Citizen</li></ul>	
<b>Unit 6: Industrial Revolution</b>	17 days
<ul style="list-style-type: none"><li>● Describe how changes in agriculture helped spark the Industrial Revolution</li><li>● Analyze why the Industrial Revolution began in Britain</li><li>● Describe how the factory system and transportation revolution advanced industry</li><li>● Trace how the Industrial Revolution spread</li></ul>	

<b>Unit 7: Nationalism and Imperialism</b>	22 days
<ul style="list-style-type: none"> <li>● Identify the influence of liberty, equality, and nationalism on political revolutions</li> <li>● List the key obstacles to Italian unity</li> <li>● Explain the political, economic, and social causes of European imperialism</li> <li>● Summarize the cultural, political, and social effects of imperialism</li> </ul>	
<b>Unit 8: World War I</b>	14 days
<ul style="list-style-type: none"> <li>● Describe how imperialism, nationalism, and militarism pushed Europe closer to war</li> <li>● Identify the key event that sparked World War I</li> <li>● Trace how the alliance system drew nations into the war</li> <li>● Identify and describe the impact of modern military technology on the fighting</li> </ul>	
<b>Unit 9: Between World Wars</b>	12 days
<ul style="list-style-type: none"> <li>● Describe the goals of Lenin and the Bolsheviks in the October Revolution</li> <li>● Summarize the outcome of the civil war in Russia</li> <li>● Analyze how Lenin built a Communist state in the Soviet Union</li> <li>● Analyze Hitler's rise to power</li> </ul>	
<b>Unit 10: World War II</b>	20 days
<ul style="list-style-type: none"> <li>● Describe how the Western democracies responded to aggression</li> <li>● Understand how German aggression led Europe into World War II</li> <li>● Explain how Japanese imperialism and the attack on Pearl Harbor brought the United States into the war</li> <li>● Describe how the Nazis carried out a program of genocide</li> </ul>	
<b>Unit 11: Post-World War</b>	14 days
<ul style="list-style-type: none"> <li>● Summarize how the outcome of World War II contributed to the development of the Cold War</li> <li>● Identify continuing Cold War conflicts in Germany and Eastern Europe</li> <li>● Explain the growth of the nuclear arms race</li> <li>● Analyze how the Cold War became a global conflict</li> </ul>	

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	10 days
<b>UNIT #1:</b>	Medieval Civilizations - Review	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	10 days
<b>UNIT #1:</b>	Medieval Civilizations - Review	<b>GRADE:</b>	10

## UNDERSTANDINGS

After the fall of the Roman Empire and before the beginning of the Renaissance, western Europe was a feudal society with a manor economy.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The origins of feudal society.
- The economic system of the Middle Ages.
- The political, economic, and social organization of feudal society.
- The structure of the Catholic Church.
- The causes and effects of the crusades.

### DO

- Explain the reciprocal relationships that existed within the feudal system.
- Assess the impact of the crusades on the development of Europe.
- Explain the role of the church during the Middle Ages.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	17 days
<b>UNIT #2:</b>	Renaissance and Reformation	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.W.C Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	17 days
<b>UNIT #2:</b>	Renaissance and Reformation	<b>GRADE:</b>	10

## UNDERSTANDINGS

Renaissance thinkers looked to classical learning for a deeper understanding of human life, and Renaissance artists treated both religious and secular subjects in a new realistic style. During the Protestant Reformation, Protestant ideas spread while Catholic leaders sought to reform the Church.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The causes and effects of the Italian Renaissance.
- The role of patronage in Renaissance society.
- Renaissance artists such Leonardo, Michelangelo, Donatello, Raphael
- Renaissance writers such as Machiavelli and Castiglione
- Renaissance scientists such as Kepler, Newton, Galileo, and Brahe
- The causes and effects of the Protestant Reformation.
- Protestant leaders and their beliefs such as Martin Luther, John Calvin, and Ulrich Zwingli.
- The causes and effects of the Counter-Reformation.

### DO

- Compare and contrast the Italian Renaissance with the Renaissance in the North.
- Analyze the impact of humanist thought in art and literature.
- Evaluate the contributions of science, economics, and politics in Renaissance achievements.
- Compare and contrast the theological beliefs of Martin Luther with those of the Catholic Church.
- Explain the impact of the scientific revolution on established beliefs.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	12 days
<b>UNIT #3:</b>	Age of Exploration and Exchange	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.2.12.W.A Evaluate the flow of goods and services in an international economy.
- 6.2.12.W.D Explain how the laws of supply and demand impacted individuals and groups behavior over time.
- 6.4.12.W.B Explain how trade contributes to economic interdependence.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	12 days
<b>UNIT #3:</b>	Age of Exploration and Exchange	<b>GRADE:</b>	10

## UNDERSTANDINGS

The desire for wealth led European nations to establish colonies in the Americas and contributed to the rise of the transatlantic slave trade. New technologies made long voyages possible and these voyages eventually led to the growth of capitalism, the adoption of mercantilism, and other economic changes in Europe.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The causes of European exploration
- The early routes of European explorers
- The changes in technology that aided exploration such as the caravel, astrolabe, lateen sail
- The participants and products involved in the Columbian Exchange
- The causes and effects of the commercial revolution
- The attitudes of China, Korea and Japan toward contact with the outside world
- Prominent conquistadors such as Cortez and Pizarro

### DO

- Explain how the Portuguese and Dutch established footholds in Africa and Asia.
- Explain triangular trade.
- Analyze the impact of the Columbian Exchange.
- Compare and contrast the experiences of European contact with China, Korea, and Japan.
- Explain how the Aztec and Inca Empires were impacted by Spanish conquistadors and European colonization.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	12 days
<b>UNIT #4:</b>	Age of Absolutism	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	12 days
<b>UNIT #4:</b>	Age of Absolutism	<b>GRADE:</b>	10

## UNDERSTANDINGS

The 16<sup>th</sup> and 17<sup>th</sup> Centuries saw the rise of two very different theories of government: divine right and constitutional monarchy. Absolute monarchs such as Louis XIV of France exerted complete authority over their kingdoms, while England experienced a civil war, which resulted in a limited monarchy.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The factors that led to the rise of absolute monarchies
- The rulers of France, Spain, Austria, Prussia, and Russia
- The causes and effects of the Thirty Years' War
- The causes and effects of the English Civil War
- The structure of the English Commonwealth under Oliver Cromwell
- The causes and effects of the Glorious Revolution

### DO

- Explain how France developed into an absolute monarchy.
- Compare and contrast the competing ideologies that emerged during/following the English Civil War.
- Explain how the Peace of Westphalia affected Europe.
- Assess Peter the Great's attempts to westernize Russia.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	18 days
<b>UNIT #5:</b>	Enlightenment and Revolution	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	18 days
<b>UNIT #5:</b>	Enlightenment and Revolution	<b>GRADE:</b>	10

## UNDERSTANDINGS

Enlightened thinkers of the 18th century applied reason to political, social, and economic problems and provided individuals with a language which they would ultimately use to justify revolution against unjust governments.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The advancements of the scientific revolution
- Describe the ideas of enlightenment philosophers such as Rousseau, Montesquieu, Voltaire, Diderot, Hobbes and Locke
- The actions of the enlightened despots
- The ideals of the enlightenment
- The causes and effects of the French Revolution
- The rise and fall of Napoleon
- The decisions made at the Congress of Vienna

### DO

- Assess the impact of the French Revolution on French society.
- Evaluate the degree to which the enlightenment despots were “enlightened.”
- Analyze how the United States Declaration of Independence and Constitution reflect ideals of the enlightenment.
- Evaluate the degree to which Napoleon was a revolutionary or tyrant.
- Evaluate the Congress of Vienna’s impact on Europe.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	17 days
<b>UNIT #6:</b>	Industrial Revolution	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.2.12.W.D Explain how the laws of supply and demand impacted individuals and groups behavior over time.
- 6.2.12.W.G Compare and contrast various economic systems.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 6.5.12.W.E Compare distribution of wealth across nations.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	17 days
<b>UNIT #6:</b>	Industrial Revolution	<b>GRADE:</b>	10

## UNDERSTANDINGS

The Industrial Revolution laid the foundation for western society to move from an agrarian lifestyle to one that was dominated by industry and technology. The innovations, inventions, and ideas from this time period were influential in shaping the world as we know it today.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The significant individuals and groups who made major innovations
- The importance of natural resources on developing nations
- The effects of the enclosure acts
- The structure of the putting-out system
- The effects of urbanization
- The strengths and weaknesses of command, market, and traditional economies
- The positive and negative outcomes of the industrial revolution

### DO

- Compare and contrast perspectives of industrialization.
- Explain what life was like for the various social classes during the Revolution.
- Compare and contrast the economic ideas of Karl Marx and Adam Smith.
- Analyze the positive and negative changes for skilled workers.
- Identify and explain the key social and economic changes brought about by industrialization.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	22 days
<b>UNIT #7:</b>	Nationalism and Imperialism	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 5.1.12.W.F Evaluate the role of nationalism in uniting and dividing citizens.

## KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	22 days
<b>UNIT #7:</b>	Nationalism and Imperialism	<b>GRADE:</b>	10

### UNDERSTANDINGS

In the 19<sup>th</sup> century, western nations claimed territory and land in Africa and Asia in the name of economic, religious and racial progress. While in Europe, a series of revolutions led to the rise of the nation state.

### COMMON ASSESSMENTS/CULMINATING ACTIVITY

#### KNOW

- The causes and effects of the early 19th century revolutions
- The social, political and economic impact resulting from nationalistic movements and imperialistic ambitions.
- The sequence of events leading to German unification
- The sequence of events leading to Italian unification
- The Dreyfus Affair
- The difference between direct and indirect rule.
- The events leading to increased British control of India.

#### DO

- Assess the impact of colonial claims in Africa and Asia.
- Evaluate the positive and negative effects of nationalism.
- Analyze the role race and religion played in colonization.
- Outline the expansion of western European powers.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	14 days
<b>UNIT #8:</b>	World War I	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	14 days
<b>UNIT #8:</b>	World War I	<b>GRADE:</b>	10

## UNDERSTANDINGS

The rise of various alliances, militarism, and extreme nationalism served to engulf much of the world in a conflict that has witnessed enduring consequences. The effects of WWI were seen economically, socially, and geographically across much of the world.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The causes of WWI
- The major events of WWI
- The use of propaganda
- The impact of Total War
- The roles that new technology, tactics, and weapons played in WWI
- The provisions of the Treaty of Versailles

### DO

- Evaluate the causes of WWI.
- Assess the alliances of WWI.
- Justify the actions of European countries following the assassination of Franz Ferdinand.
- Interpret the Zimmerman Telegram and explain its impact on WWI.
- Evaluate the effectiveness of Wilson's Fourteen Points.
- Debate the Treaty of Versailles from the viewpoints of the impacted nations.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	12 days
<b>UNIT #9:</b>	Between World Wars	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	12 days
<b>UNIT #9:</b>	Between World Wars	<b>GRADE:</b>	10

## UNDERSTANDINGS

Following World War I, the Russian Revolution combined with new political philosophies reshaped the world scene. The rise of communism, fascism, and totalitarianism created an environment that contributed to further world conflicts.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- The significant political leaders: Hitler, Mussolini, Lenin
- The causes and impact of changing government
- The changes and fluctuations in economic activities
- The important speeches and writings that impacted the period
- The responsibilities of citizens in political and public life
- The structure and organization of new political philosophies: Nazism, Fascism

### DO

- Delineate the background and beliefs of political leaders.
- Interpret the impact changing governments have on the world stage.
- Analyze the political, social, and economic impact of the depression.
- Appraise the significance of the Communist Manifesto.
- Appraise the duties citizens have in the new governments.
- Assess the structure and organization of new political philosophies.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	20 days
<b>UNIT #10:</b>	World War II	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	20 days
<b>UNIT #10:</b>	World War II	<b>GRADE:</b>	10

## UNDERSTANDINGS

Political and economic turmoil challenged democratic nations and saw the emergence of fascist dictatorships in Europe and Asia. Western democracies responded to Axis aggression with appeasement until the Nazi invasion of Poland. Ultimately, a decision was made to drop an atomic bomb on Japan, bringing the war to an end.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Factors that led to Japan, Germany, and Italy to take aggressive actions
- Countries belonging to the Axis and Allied Power
- The impact of the Invasion of Poland
- Racial and ethnic discrimination present in Europe
- Factors that led to the Holocaust
- Impact of the Holocaust then and now
- Major battles for WWII
- New technology developed for warfare

### DO

- Chart and map the aggressive actions of Germany, Italy, and Japan.
- Evaluate the responses by the Allied powers to aggressive actions by the Axis powers.
- Map the Allied and Axis Powers.
- Assess the motivating factors for the invasion of Poland.
- Evaluate the actions of the German government.
- Analyze the causes and effects of the Holocaust.
- Assess the importance and outcomes of major battles.
- Measure the impact of new technology.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	14 days
<b>UNIT #11:</b>	Post-World War	<b>GRADE:</b>	10

## STANDARDS:

### PA Academic Standards for History, Geography, Economics and Civics

- 8.1.12.W.A Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.4.12.W.A Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.W.B Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.W.C Evaluate how continuity and change have impacted the world today.
- 6.4.12.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	World History	<b>TIME FRAME:</b>	14 days
<b>UNIT #11:</b>	Post-World War	<b>GRADE:</b>	10

## UNDERSTANDINGS

The new conflict, the Cold War, had its seeds in the differing ideologies of the two new Superpowers, the United States and the Soviet Union. The events and conflicts, both large and small, that grew out of this time period were defined by the battle between communism and democracy.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Important individuals and groups following World War II: Stalin, Truman, NATO, Warsaw Pact.
- Historical writings and speeches: Churchill Speech, Truman Doctrine, Marshall Plan.
- Economic philosophies of the Soviet Union and United States.
- Korean War
- Bay of Pigs and Cuban Missile Crisis

### DO

- Analyze the political ideologies of national leaders.
- Assess the impact of individuals such as Churchill, Stalin, Truman, Kennedy, Khrushchev and Castro had on the period.
- Analyze the impact of the Marshall Plan and the Truman Doctrine.
- Compare and contrast the economic and political philosophies of the Soviet Union and United States.

## ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Research papers
- 5) Oral presentations:
  - Reports
  - Panel discussions
  - Simulations/Debates
- 6) Political cartoon analysis/development
- 7) Various writing assignments:
  - Propaganda analysis/development
  - Letters
  - Editorials
  - Letters to congressmen
- 8) Posters/Pictures
- 9) Charts/Graphs/Maps analysis
- 10) Homework
- 11) Class discussion
- 12) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- |                        |                          |
|------------------------|--------------------------|
| * Accurate information | * Clear presentation     |
| * Logical development  | * Focused argument/theme |
| * Proper format        | * Neatness/Organization  |

Teacher and student-made rubrics will be developed at the discretion of the individual instructor. Homework policies, specific assignment criteria, and test-taking policies will be established by the classroom teacher.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)