

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

HONORS WORLD HISTORY
GRADE 10

Date of Board Approval: May 19, 2011
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CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVERAGE

Title of Course: World History Subject Area: Social Studies Grade Level: 11th

Course Length (Semester/Year): Year Duration: 50 minutes/day Frequency: 5 times/week

Prerequisites: US History II (1850-1950) Credit: 1 credit Level: Option III

Course Description/Objectives: World History is a graduation requirement for all students and was designed in alignment with the Pennsylvania World History Standards. The study of World History begins with the earliest civilizations of mankind and traces his movements and migrations, developments of trade and technology, and the social, political, and economic institutions over time. Although a plurality of the course is focused on the development of the western world, significant time is spent analyzing various regions and developments throughout the world. As such, considerable focus is placed on the interconnectedness of the world today and how those connections developed.

The course is also intended to build on the social studies skills presented and developed in the 9th grade history course. Some of these skills include, but are not limited to, distinguishing between primary and secondary sources, understanding cause and effect in history, analyzing maps, charts, and tables, developed theme essays, drawing comparisons between historic and modern events, and developing a research project. These skills will be taught and focused on individually throughout the course to add to the students' repertoire of academic skills. These skills will be applied during a final, culminating project, in which they conduct research and write an original historical study on a subject of their choice.

Finally, the course is designated as Option III. The course covers many of the same objectives and content as Option I and Option II courses, but has a larger scope, more depth, and quicker pacing than these courses. Additionally, this course is designed to serve students who have previously demonstrated exceptional aptitude in historical study and allow them to hone their skills and pursue subjects in more depth than their classmates. This course serves as an important prerequisite for AP study in future years and will focus on the historical themes identified by The College Board for the AP World History course. Likewise, the course will address the AP Habits of Mind developed by The College Board. For these themes and habits of mind please see page 5 of this document.

Major Text(s)/Resources:

McKay, J.P., Hill, B.D., Buckler, J., Ebrey, P.B., Beck, R.B., Crowston, C.H., & Wiesner-Hanks, M.E. (2009).
A History of World Societies (8th ed.). Boston, MA: Bedford/St. Martins.

Names of Curriculum Writing Committee:

David Gilbert Kevin Wagner

Historical Skill Development Indicators

1. Constructing and evaluating arguments: using evidence to make plausible arguments.
2. Using documents and other primary data: developing the skills necessary to analyze point of view and context, and to understand and interpret information.
3. Assessing continuity and change over time and over different world regions.
4. Understanding diversity of interpretations through analysis of context, point of view, and frame of reference.
5. Seeing global patterns and processes over time and space while connecting local developments to global ones.
6. Comparing within and among societies, including comparing societies reactions to global processes
7. Considering human commonalities and differences
8. Exploring claims of universal standards in relation to culturally diverse ideas.
9. Exploring the persistent relevance of world history to contemporary developments.

Assessment Methods

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

1. Objective tests/quizzes
2. Essay tests
3. Take-home/in-class essays
4. Research papers
5. Oral presentations
 - a. Reports
 - b. Panel discussions
 - c. Simulations/Debates
6. Historical and political art, illustration, and cartoon analysis/development
7. Writing Assignments
 - a. Propaganda analysis/development
 - b. Letters
 - c. Editorials
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:

1. Accurate information
2. Logical development
3. Proper format
4. Clear presentation
5. Focused argument/theme
6. 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.

Course Time Line

Unit#	Unit Name	Days
	Unit 1: Ancient/Classical Civilizations	3 Weeks
	Unit 2: The Middle Ages	2 Weeks
	Unit 3: The Renaissance and Reformation in Europe	2 Weeks
	Unit 4: Global Contact and Exploration	3 Weeks
	Unit 5: The Islamic World	1 Week
	Unit 6: Absolutism and Constitutionalism in Europe	2 Weeks
	Unit 7: The Enlightenment and Scientific Revolution	1.5 Weeks
	Midterm Exam	
	Unit 8: The Age of Revolutions	1.5 Weeks
	Unit 9: Africa and East Asia 1400-1800	1 Week
	Unit 10: The Industrial Revolution	1 Week
	Unit 11: European Nationalism	1.5 Weeks
	Unit 12: The Age of Imperialism	1.5 Weeks
	Unit 13: World War I, The Russian Revolution, and Great Depression	2 Weeks
	Unit 14 World Self-Determination & Nationalism	1.5 Weeks
	Unit 15: World War II	2 Weeks
	Unit 16: The Cold War	2 Week
	Unit 17: The Postmodern World	2 Weeks
	Final Exam	

UNIT 1: Ancient/Classical Civilizations (Prehistory to 500 AD)

Big Ideas and Themes: All civilizations share basic elements which meet vital demands for survival, stability, and power. While civilizations share these common elements, the evolution of human culture stands as a testament to the many different ways civilizations have met these needs. Additionally, the face of culture and society is constantly changing to reflect the interaction and exchange of ideas and technologies among peoples. The legacy left by these early civilizations still has an observable impact on modern society today.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>5.1.12.B. Analyze the sources, purposes, and functions of law. I. Analyze historical examples of the importance of the rule of law explaining the sources, purposes, and functions of law.</p> <p>7.3.12.C. Analyze the significance of human activity in shaping places and regions by their settlement characteristics. D. Analyze the significance of human activity in shaping places and regions by their characteristics. E. Analyze the significance of human activity in shaping places and regions by their political characteristics.</p> <p>7.4.12.A. Analyze the impacts of physical systems on people.</p> <p>8.1.12.C. Evaluate historical interpretation of events.</p>	<ul style="list-style-type: none"> Identify the cultural universals possessed by all cultures and apply how cultural universals have affected their individual culture. Formulate arguments as to why the Mesopotamian, Indus Valley, Nile River, and Yellow Valley Civilizations developed. Compare and contrast the cultural universals that each of these civilizations possessed. Analyze the impact of Greek civilization on the political and cultural development of western civilization and its spread. Analyze the impact of Roman political structures, the Pax Romana, and the spread of Christianity on the western world. Assess the impact of Judaism, Hinduism, Buddhism, Christianity, Islam, and other religions on 	<ul style="list-style-type: none"> Analyze the <i>Book of Genesis</i> and the <i>Communist Manifesto</i> as examples of progressive and providential history. Read about various philosophies of history such as historicism and post-modernism and write a paragraph stating which philosophy is the best with which to view history. Analyze “Life of an Egyptian Scribe.” Map the locations of the Mesopotamian, Indus Valley, Nile River, and Yellow River Valley civilizations. Analyze ancient law systems such as the <i>Code of Hammurabi</i>, and the <i>Ten Commandment</i>. Compare and Contrast the cultural universals of the four early civilizations in an essay. Engage in a Socratic discussion on the perceived benefits of living in Athens or Sparta and the drawbacks of living in the other city-state using <i>Spartan Life</i> by Lycurgus and Pericles’ <i>Funeral Oration</i> as support Read an article to identify and analyze how Greek culture was spread throughout the ancient Near-East. Label a map showing all of the areas that the Roman Empire controlled. View selected scenes the PBS Empires video <i>Rome</i> to illustrate various aspects of Roman civilization. Read “The Glory of Rome” by Aristides. Read Seneca’s “On Gladiators” and use it to comment on the moral character of the later Roman Empire. Develop a list of things that the Roman Empire bequeathed to the western world.

	<p>different areas of the world.</p> <ul style="list-style-type: none"> Analyze different philosophies of history and how they impact the writing of history. Use proper historical method to analyze a primary source. 	<ul style="list-style-type: none"> Read an article on the Fall of Rome and engage in a shared inquiry discussion on whether the United States is going the way of Rome. Gather essential information about the five major world religions. Examine the fundamental beliefs of Judaism, Hinduism, Buddhism, Christianity, Islam, and other selected religions through a jigsaw activity of primary sources. See the <i>Book Of Genesis</i> or portions of the Bible/Torah, <i>The Qur'an</i>, <i>A Muslim explains the Hindu Religion</i> by Abul Fazl Akbarnama, <i>Sermons and Teachings</i> by the Buddha, and other provided primary sources.
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Historical Skill of Focus: What is history and how do we study it?

Required Unit Assessment Activity: Create a poster on an ancient or classical civilization and why it fell. Include basic information as well as information that is relevant to the United States and current civilizations.

UNIT 2: The Middle Ages (500 AD to 1500 AD)

Big Ideas and Themes: After the Classical Age, various regions developed independently and quite distinctly. Levels of advancement varied with East Asian society reaching a climax, African cultures diversifying, Europe entering its “dark ages,” and the Americas developing in isolation from the Eastern Hemisphere. These varied societies and levels of advancement set the stage for the globalization that was to come.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>7.1.12. A. Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <p>7.3.12. B. Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <p>8.1.12. A. Evaluate chronological thinking.</p>	<ul style="list-style-type: none"> Analyze the role of Islam in the development of the Middle East. Assess the level of development of Africa during the Middle Ages. Analyze the varied cultures of Africa through study of the Bantu migrations, Trans Saharan trade routes, the Kingdoms of Mali, Ghana, and Ethiopia. Evaluate the cultural and economic contributions of Chinese society during the Tang and Song dynasties. Assess the effects of the Mongol invasions on Central and Southern Asia. Describe feudalism and manorialism and how they served as organizing forces in Europe. Examine the effects of the Crusades on both Europe and the rest of the world. Examine the effects of the Black Plague on Europe during the Middle Ages. Comparatively analyze the states of development of Europe, Asia, South America, and/or Africa during the middle ages. 	<ul style="list-style-type: none"> Research the basic tenets of Islam. Create a cube on a Muslim thinker/scientist to assess the level of development in the Middle East during the Middle Ages. Construct a timeline of Chinese society and dynasties up to 1500 AD. Engage in a debate/discussion as to whether Genghis Khan was a successful conqueror/emperor or not. Discuss how the decline of the Roman Empire led to the middle ages in Europe. Create a flowchart of feudal European society. Create a map that profiles trade routes such as the Silk Road that connected various world empires. Use the accounts of <i>Marco Polo in China</i> to create a description or summary of China during the Middle Ages. Analyze the motives of Europeans during the Crusades by reading and responding to Pope Clément’s declaration of the first crusade. Evaluate the effects of the Black Death on Europe and the world by analyzing population statistics from before and after the plague. Analyze a piece of Middle Ages art to examine the culture of the period. Develop a list of items that Europe gained as a result of the Crusades.

Historical Skill of Focus: Assessing continuity and change over time and over different world regions.

Required Unit Assessment Activity: Write a comparative essay assessing the state of development in Europe, Asia, South America, and/or Africa between 500 AD and 1500 AD.

UNIT 3: The Renaissance and Reformation in Europe

Big Ideas and Themes: The 14th century bore witness to the beginnings of a renaissance that originated in Italy and moved northward throughout Europe. The movement manifested itself in politics, government, and social organization while placing a new emphasis on individual achievement. These changes laid the groundwork for later intellectual movements such as the Enlightenment and assisted Europeans in creating a society that would soon dominate the world. Meanwhile, the Christian church, virtually unchallenged during the Middle Ages, now found itself under fire from within by individuals and groups who sought significant changes to the religious system that had developed since the fall of the Roman Empire. Additionally, technological innovations, such as the printing press, revolutionized European life and culture, changing the face of human culture and exchange.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12. A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <p>B. Evaluate historical documents, material artifacts, and historic sites important to world history since 1450.</p>	<ul style="list-style-type: none"> Define the Renaissance and identify the key elements of it. Analyze the changes to society that took place as a result of the Renaissance. Compare and contrast the Renaissance and the Middle Ages and analyze why the differences between the two are significant. Evaluate how the Black Death, a consumer culture, the Crusades, and a rediscovery of Classical culture led to the Renaissance. Describe the changes that took place to the Renaissance when it reached Northern Europe. Analyze the 95 theses to determine the causes of the Protestant Reformation. Describe how the ideas of Martin Luther and the Diet 	<ul style="list-style-type: none"> Evaluate the differences between medieval art and art produced during the Renaissance through a virtual tour of an art museum. Identify changes to beliefs in government by analyzing passages from Machiavelli's <i>The Prince</i> and translate it into a series of "Machiavelli says..." Profile a renaissance artist to reveal the differences that this movement brought. Analyze "In Praise of Folly" by Erasmus to reveal how the Renaissance changed once it reached Northern Europe and how Christian Humanism viewed the Catholic Church. View scenes from the movie "Luther" (2003) and identify the different actions of the Catholic Church that Martin Luther objected to. Read selections from the 95 Theses and compare those statements to the beliefs of the Catholic Church at the time. Conduct a debate between Martin Luther and the Pope to reveal their differing beliefs when it comes to Christianity and the need for reform in the Catholic church. Summarize the new beliefs that developed out of the beliefs of Luther, Calvin, the Anabaptists, and others. Read and analyze selected portions of the <i>Institutes of the Christian Religion</i> by John Calvin. Label a European map with the countries that converted to Protestantism. Conduct an interview with Henry VIII using www.activehistory.co.uk

	<p>of Worms led to the spread of the Reformation.</p> <ul style="list-style-type: none"> • Identify how the 30 Year's War, political changes, and the Counter-Reformation resulted from the Reformation. • Evaluate how effective the Counter-Reformation was in responding to the Reformation. • State the basic premises of the Protestant Reformation and the many groups it spawned. 	<ul style="list-style-type: none"> • Write an essay evaluating the impact of the Renaissance and the Reformation on the world.
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Historical Skill of Focus: Reading and using secondary sources

Required Unit Assessment Activity: Write a biography paper on a person from the period that could be referred to as a “Renaissance Man.”

UNIT 4: The Age of Global Contact and Exploration

<p>Big Ideas and Themes: In the 16th and 17th centuries, a relatively small group living on the edge of the Eurasian landmass gained control of the major sea lanes of the world and established political and economic hegemony on distant continents. Due in part to significant technological innovations, European nations sought to expand their influence beyond their well-established borders. These imperialistic pursuits had vast consequences not only for the peoples whose shores were disrupted by Europe's sailing vessels, but also for the familiar harbors and societies left behind.</p>		
PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>7.3.12. C. Analyze the significance of human activity in shaping places and regions by their settlement characteristics.</p> <p>D. Analyze the significance of human activity in shaping places and regions by their economic characteristics.</p> <p>7.4.12. A. Analyze the impacts of physical systems on people.</p> <p>8.1.12. B. Synthesize and evaluate historical sources.</p>	<ul style="list-style-type: none"> Assess the contributions of Olmecs, Mayas, Aztecs, Incas, and other North and South American groups to the varied political, cultural, and geographic landscape of the Americas. Describe the factors and advancements that drove people to explore generally and Europeans specifically. Compare and contrast the voyages of Cheng Ho and Christopher Columbus. Identify and compare the cultural, economic, and political effects of exploration on Europe and the areas they came in contact with. Analyze a primary source document using proper methods and describe why it is important to do so. Evaluate whether <i>1421: The Year China Discovered America</i> is a reliable secondary source. 	<ul style="list-style-type: none"> Create posters on different civilizations in Pre-Columbian America. Complete a webquest on Pre-Columbian American Civilizations. Read various articles on evaluating primary and secondary sources to determine proper historical method. Read the <i>Popol Vuh</i> and analyze it using proper historical method. Watch excerpts of <i>1421: The Year China Discovered America</i> and evaluate it as a secondary source using proper historical method. Evaluate a primary source from an important explorer and use proper historical methods in applying the information gained from the source. Create a chart that lists the things gained and lost in the Columbian Exchange. Complete a graphic organizer that compares Cheng Ho and Columbus or other European explorer. View portions of Jared Diamond's <i>Guns, Germs, and Steel</i> to analyze the advantages that Europeans possessed over the native populations they encountered. Engage in a Socratic discussion on the effects of the Columbian Exchange. Discuss the role of silver in creating a global economy.

Historical Skill of Focus: Evaluating primary and secondary sources.

Required Unit Assessment Activity: Evaluate a primary source from an explorer (diary entry, etc.) and write a secondary source (textbook) entry on it.

UNIT 5: The Islamic World (1400-1800 AD)

Big Ideas and Themes: During European Age of exploration, three Muslim empires flourished and revived a Middle East that had been in decline since the collapse of the Abbasid caliphate after the invasion of the Mongols. These powerful Muslim states – the Ottomans in Europe, modern Turkey, and North Africa, the Safavids in Persia and the Arabian peninsula, and the Mughals on the Indian Subcontinent – dominated the Middle East and Indian subcontinent in a manner that led observers to refer to them as “gunpowder empires.” These empires would last until the 19th and 20th centuries and shape European imperialism and ultimately World War I.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>7.1.12. B. Analyze the location of places and regions.</p> <p>7.3.12. B. Analyze the significance of human activity in shaping places and regions by their cultural characteristics.</p> <p>8.1.12. C. Evaluate historical interpretation of events.</p> <p>8.4.12. C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and role of women since 1450.</p>	<ul style="list-style-type: none"> Identify the role that Arab and other Islamic traders played in world trade, especially the slave trade. Trace the history of the Middle East since the conquests of the Alexander the Great. Compare the development of the Middle East between 1400 and 1800 with the developments in Europe. Analyze the role of women in the Muslim empires. Analyze Islam as a unifying force in the Middle East and North Africa. Compare the contributions and impacts of the Muslim empires. Analyze the role of the Turkish identity in the Muslim Empires Analyze the differences between Sunni and Shia Islam. 	<ul style="list-style-type: none"> Label an African and Asian map with the Ottoman, Safavid, and Mughal empires. Read an article and examine the origins of the Turks and how they eventually formed the three great Muslim empires in this unit. Examine various secondary sources to determine if the early Ottoman Empire was effective. Analyze European reactions to the Ottoman Empire by reading <i>The Turkish Letters</i> by Ogier Ghiselin de Busbecq. Evaluate the role that the Ottoman harem, Janissaries, and Beys played in governing the society. Conduct a gallery walk on Safavid Empire/Shia Islam to see visual aspects of it and add to student knowledge. View the History Channel video “Warrior Empire: The Mughals” to find out how Babur was able to establish the Mughal Empire. Read <i>An Ideal Muslim Prince</i> by Aurangzeb and compare and contrast it with Machiavelli’s <i>The Prince</i>. Examine it for signs of the decline of the Mughal Empire. Compare and contrast the similarities and differences between the three empires especially the problems that arose due to increasing diversity as the empires increased. Read and analyze <i>Travels in the Mughal Empire</i> by Francois Bernier. Compare and contrast the role that religion played in the empires.

Historical Skill of Focus: Using documents and other primary data; developing the skills necessary to analyze point of view and context, and to understand and interpret information.

Required Unit Assessment Activity: Write an essay from the perspective of a Muslim scholar during this time period who surveys the future of his empire. Compare this interpretation with the state of the Muslim world today.

UNIT 6: Absolutism and Constitutionalism in Europe

Big Ideas and Themes: Mankind’s central drive for power culminated in the continued development of sovereignty. 17th century governments were now addressing the problem of which authority within the state – the monarchy or privileged groups – would possess sovereignty. In the period extending roughly between 1589 and 1715, two patterns of governments cropped up in Europe; absolutism and constitutionalism. Nearly all subsequent governments have been modeled on one of these two patterns.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>5.1.12. A. Evaluate the major arguments advanced for the necessity of government.</p> <p>B. Analyze the sources, purposes, and functions of law.</p> <p>I. Analyze historical examples of the importance of the rule of law explaining the sources, purposes, and functions of law.</p> <p>8.4.12. B. Evaluate historical documents, material artifacts, and historic sites important to world history since 1450.</p>	<ul style="list-style-type: none"> Analyze how different theories on the origin of governments such as divine right, and social contract, influence different forms of government. Analyze how various crises in the 16th and 17th centuries could have led to the rise of absolutism. Explain why Louis XIV serves as the model for absolute rulers during this time. Compare the reign of Peter the Great with Louis XIV in terms of absolutism. Analyze how the English Civil War and other events led to the development of the constitutional system in England. Compare and contrast the evolution of absolutism in 17th century France with the development of constitutionalism in Stuart England. Compare how an absolute ruler meets the common goals of all governments with how a constitutional ruler does so. 	<ul style="list-style-type: none"> Given the different theories of governmental formation (force, divine right, social contract, evolutionary), develop a government that would have likely formed from each. Examine modern examples of absolutism and compare them to historical examples. Read “On Social Order and Absolute Monarchy” by Jean Domat and analyze what it says about French absolutism and absolutism in general. Read the works of the Duc de Saint Simon and other individuals at the court of Louis XIV, construct an itinerary for a visiting nobleman that follows the king in his daily routine. List the strengths and weaknesses of the French monarchy and France at Louis XIV’s death. Create a chart that lists common goals of all governments and compares how absolute and constitutional governments meet these goals. Create a checklist modeled upon Louis XIV’s reign for other absolute rulers. Use this checklist to evaluate the absolute monarchies in Prussia, Austria, and Russia. Create a timeline of Russian history up to the reign of Peter the Great. Determine Peter the Great’s success as an absolute ruler by analyzing the construction of St. Petersburg, both through written accounts and maps. Evaluate the reign of Oliver Cromwell in terms of absolutism and constitutionalism and how his reign set England on a path for more constitutional reforms. List the fundamental rights guaranteed by the Magna Carta, the English Bill of Rights, Petition of Right, etc. and compare and contrast those rights with those guaranteed in the American constitution. Write an essay arguing for or against absolutism and constitutionalism including strengths and weaknesses of each.

Historical Skill of Focus: Historical events through feature films.

Required Unit Assessment Activity: View “Elizabeth: the Golden Age” and evaluate its historical accuracy.

UNIT 7: The Enlightenment and Scientific Revolution

<p>Big Ideas and Themes: Following the Renaissance, the world again came alive with ideas during the 16th-18th centuries. Sparked by the Scientific Revolution, the Enlightenment led humans to apply the scientific method to all areas of life. By focusing on nature and reason, they believed all aspects of life could be accurately described. They believed that when this occurred, progress would occur. These ideas continue to ignite the minds of people around the world and serve as the basis for many of the grand historical shifts that have taken place over the last three centuries.</p>		
PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12. B. Evaluate historical documents, material artifacts, and historic sites important to world history since 1450.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.</p>	<ul style="list-style-type: none"> Assess how the Enlightenment evolved and altered its view of, and attitude toward, the economic, social, and religious-philosophical aspects of human life as the philosophes and other intellectuals perceived it. Review how concepts of Enlightened Despotism and efforts at more efficient administration fared in practice in the major states of Europe during the 1700s. Analyze the Enlightenment ideals that served as a motivation for the American and French Revolutions. Compare and contrast liberal and conservative ideals using the political spectrum. Analyze the class structures of America and France on the eves of their revolutions. 	<ul style="list-style-type: none"> Engage in an “Enlightenment Salon” to profile various philosophes and other intellectuals. Conduct a simple experiment to illustrate the scientific method and use Rene Descartes’ <i>Discourse on Method</i> to compare the experiment to the developments of the scientific revolution. Complete a webquest to profile various figures of the Scientific Revolution like Galileo, Brahe and Copernicus. Examine and compare the ideas of Locke, Hobbes, Montesquieu, Rousseau, and Voltaire. Analyze and annotate “The Social Contract” by Jean-Jacques Rousseau. Compare the medieval conception of the universe with that of the Copernican system. Recreate the trial of Galileo, with students representing the various characters and include modern characters speaking for religion and science as witnesses. Analyze the regions in which the Enlightenment began and flourished and compare them to other areas of the world to determine what political, social, and economic factors were at work. Study the growth of coffeehouses during this time and analyze their role in driving the Enlightenment. Classify actions taken by absolute monarchs during this time as enlightened or unenlightened and use this to determine the effects of the Enlightenment on government.

Historical Skill of Focus: The intersection of philosophy and history.

Required Unit Assessment Activity: Write an essay describing the impact of the ideas of one enlightenment thinker.

UNIT 8: The Age of Revolutions

Big Ideas and Themes: The waning years of the 18th century saw age-old ideals brandished as justification for a series of revolutions that would challenge the old order of aristocrats. The tenets of liberty and equality led the way in North America in 1775 and, in turn, rocked on of the most influential countries of Europe, France. Their government changed hands no less than four times between 1789 and 1820. Revolutionary ideologies developed during this period spread throughout much of the region during the early 19th century, and their impact was felt beyond the shores of Europe, reaching as far as Latin America. These ideals continue to be nurtured in the developing nations of the 21st century.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12. B. Evaluate historical documents, material artifacts, and historic sites important to world history since 1450.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.</p>	<ul style="list-style-type: none"> Analyze the Enlightenment ideals that served as a motivation for the American and French Revolutions. Compare and contrast liberal and conservative ideals using the political spectrum. Analyze the class structures of America and France on the eves of their revolutions. State the major events of the French Revolution and understand their significance. Evaluate the causes of the Radical Revolution and why the French Revolution went further than the American Revolution. Discuss the reign and legacy of Napoleon. Analyze the impact of ideas from the American and French Revolutions on the Haitian Revolution. 	<ul style="list-style-type: none"> Analyze the role of the Enlightenment in the American Revolution by comparing selected works of the philosophes with important American documents such as the Declaration of Independence and Constitution. Examine the class structure of France prior to the revolution to determine the role of the Ancien Regime in suppressing the economy and development of France. Read <i>What is the Third Estate?</i> by Abby de Sieyes as a resource for this examination. Use contemporary accounts of Louis XIV, XV, and XVI to determine the role that they played in causing the revolution. View excerpts of the History Channel's DVD "The French Revolution." Create a list of causes of the French Revolution and at the end of the unit determine if those causes were addressed by the Revolution or Napoleon. Create a timeline of the major events of the Revolution up until the rise of Napoleon. Critique Olympe de Gouge's <i>Declaration of the Rights of Women and the Female Citizen</i> and compare to the <i>Declaration of the Rights of Man</i>. Read the <i>Code Napoleon</i> and compare it to law systems still in existence in Europe and the United States. Write an essay comparing the American and French revolutions and analyzing why they turned out so differently. Hold an in class debate on whether Napoleon was a hero or a villain. Construct an argument for or against the United States aiding France during its revolution and the Napoleonic Wars. Create a list of ideals for the American and the French Revolutions and compare them to the Haitian Revolution. Discuss why Haiti is such a poor nation whereas France and the United States are so wealthy.

Historical Skill of Focus: Seeing global patterns and processes over time and space while connecting local developments to global ones.

Required Unit Assessment Activity: Create a PowerPoint presentation profiling one of the Latin American countries that underwent a revolution during the early 1800s. This presentation should contain geographic and cultural information, as well as information on the country's revolution that correlates with the ideals of the Enlightenment and/or the French and American Revolutions.

UNIT 9: Africa and East Asia 1400-1800

Big Ideas and Themes: African states and societies of the fifteenth through eighteenth centuries comprised hundreds of ethnic groups and a wide variety of languages, cultures, and kinds of economic and political development. Modern European intrusion into Africa beginning in the fifteenth century led to the transatlantic slave trade, one of the greatest forced migrations in world history. Africa made a substantial, though involuntary, contribution to the building of the West's industrial civilization. In the seventeenth century an increasing desire for sugar in Europe resulted in an increasing demand for slave labor in South America and the West Indies. In the eighteenth century Western technological changes created a demand for cotton and other crops that required extensive human labor. As a result, the West's need for African slaves increased dramatically.

The period from 1400-1800 witnessed growth and dynamic change throughout East Asia. Although both China and Japan suffered periods of war, each ended with expanded territories. The age of exploration brought New World crops to the region, leading to increased agricultural output and population growth. It also brought new opportunities for foreign trade and new religions, to which the countries of East Asia responded in differing ways.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12. B. Evaluate historical documents, material artifacts, and historic sites important to world history since 1450.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.</p>	<ul style="list-style-type: none"> Summarize a particular theme or area of Africa or East Asia between 1500-1800. Evaluate the affects of European intrusion into Africa and East Asia. Describe the effects of the slave trade on the African continent. Analyze the responses of East Asian countries to increased foreign trade and contact. 	<ul style="list-style-type: none"> Create a presentation in a group to highlight a particular topic related to either Africa or East Asia between 1400 and 1800. The presentation should include a primary source analysis activity and an assessment for students to take after viewing the presentation and conducting the primary source analysis.

UNIT 10: Industrial Revolution

Big Ideas and Themes: Like the Neolithic Revolution, the Industrial Revolution transformed the way people lived and worked in directions unfathomable for previous generations. This revolution in agriculture, technology, production methods, and social structures allowed increasing numbers of people to lead, healthier, richer, and more productive lives than could have been possible before. Beginning in Western Europe, the growth of industrialization continues today in the developing world.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12. B. Evaluate historical documents, material artifacts, and historic sites important to world history since 1450.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.</p>	<ul style="list-style-type: none"> Evaluate the introduction of new crops from the Americas in aiding the growth of population and the increase in agricultural production across Europe. Determine how the enclosure movement could impact agricultural production. Analyze how the putting-out (cottage industry) system laid the groundwork for the factory system of the Industrial Revolution. Identify the factors that led to the growth of industrialization in Great Britain prior to other parts of the world. Examine the impact of various inventions and innovations on political, economic, and social institutions. Evaluate the effects of industrialization on different classes of people. Assess the role of industrialization in the development of new theories such as laissez faire, utopian socialism, and Marxism. 	<ul style="list-style-type: none"> Create a model classroom factory and compare and contrast with a cottage industry and individual production methods. Using <i>Political Arithmetic</i> by Arthur Young, create a model farm based upon the principles of the Agricultural Revolution. View excerpts from the movie <i>Oliver Twist</i> and develop a list of typical problems of workers during this era. Research an important invention/innovation of the era and develop a brochure to advertise the product/idea. Examine various statistics and charts to determine how the Industrial Revolution spread from England to the continent and beyond. After reading <i>The Condition of the Working Class in England</i> by Friedrich Engels and <i>Inquiry into the Condition of the Poor</i> by Sir Edwin Chadwick, develop an action plan for a social reformer to implement to ameliorate the negative consequences of the Industrial Revolution. View pictures of conditions during the Industrial Revolution from Jacob Riis and others to determine the problems that arose in cities and tenements. Compare the effects of the Industrial Revolution on the middle classes and the working classes. Read <i>Self-Help</i> by Samuel Smiles to determine the values of the middle classes during the Industrial Revolution. Compare and contrast the political philosophies of John Stuart Mill (utilitarianism) and Karl Marx/Friedrich Engels/Robert Owen (communism/socialism). Read <i>Rural Hygiene</i> by Florence Nightingale to determine other responses to the Industrial Revolution and their possible effects. Create a map that illustrates industrialization beginning in Great Britain and eventually encompassing most of the modern world.

Historical Skill of Focus: Online research skills and navigating online databases.

Required Unit Assessment Activity: Develop an oral presentation on a modern day industrialist who embodies the innovative approaches that inspired the industrial revolution.

UNIT 11: European Nationalism

Big Ideas and Themes: From the mid-19th century on, Western society bore witness to the enormously significant movement towards nationalism – dedication to and identification with the nation-state. A powerful force since at least 1789, nationalism served as a popular and effective means to overcome political turmoil and make sense of an urbanized and modernized industrial society. Still, nationalism had repeatedly failed to realize its goals and would soon plunge Europe and the rest of the world into its first global conflict. The struggle for national identity in an era of globalization continues into the 21st century.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12. A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.</p>	<ul style="list-style-type: none"> Distinguish between nations, states, and nation-states. Define nationalism using historical examples Enumerate the goals of the Congress of Vienna after the fall of Napoleon and evaluate the successes and failures of this body. Analyze how liberalism, nationalism, socialism, and romanticism served as responses to the conservatism that developed after the Congress of Vienna. Describe how nationalism was used by leaders in Germany and Italy as a unifying force. Explain how women and members of religious and ethnic groups sought greater rights based on nationalism. Determine how romanticism, the French Revolution, liberalism, and conservatism after 1815 are related to the growth in nationalism. 	<ul style="list-style-type: none"> Conduct a mock-Congress of Vienna to determine how the decisions for this conference were made and why Europe moved towards conservatism during this period. Map the political geography of Europe and how it changed after the Congress of Vienna. Given descriptions of different countries and groups of people, identify the nations, states, and nation-states contained therein. Read a work by Clemens Von Metternich to determine the ideology of the governments that formed between 1815 and 1848. Analyze excerpts of Adam Smith's <i>The Wealth of Nations</i> to better understand liberalism and laissez-faire economics. View excerpts of the musical "Les Miserables" to study the revolutions of 1848. Create a chart listing the successes and failures of the revolutions of 1848. Create a timeline of the unification movements in Germany and Italy. Listen to various songs from the time period that reflected nationalism in various countries. Read and discuss one of Alphonse Daudet's short stories about the Franco-Prussian war. Compare and contrast the German and Italian unification movements. Explore positive and negative arguments concerning the merits of nationalism in various historical contexts. Construct a foldable profiling important nationalist leaders in Italy, Germany, and other parts of the world.

Historical Skill of Focus: Answering Document-Based Questions

Required Unit Assessment Activity: Answer the following Document-Based Question

Using various provided primary sources analyze the rise of nationalism in Europe during the nineteenth century. What factors contributed to the growing sense of nationalism? What forms did this nationalism take? Identify and explain what additional types of document(s) or sources would help analyze the rise of nationalism in Europe during the nineteenth century.

UNIT 12: The Age of Imperialism

Big Ideas and Themes: The political annexation of territory in the 1880s – the “new imperialism” as historians often refer to it as – was the keystone of a profound third phase of dynamic expansion that had begun with the Crusades and continued with the seaborne colonial empires. Consequently, Western nations moved in and subordinated non-Western peoples and lands in the name of economic, political, religious, and racial progress. This thrust, which would have worldwide destructive consequences as well as economic, political, and social benefits, allowed nations to take one more giant leap towards globalization. The spread of the “Western Way” continues to have an impact in the 21st century as the developing nations of Africa, Asia, and the Middle East struggle to incorporate western modernity with cultural antiquity.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12. A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and role of women since 1450.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.</p>	<ul style="list-style-type: none"> Describe how the Industrial Revolution was linked to the “new imperialism.” Identify the conditions that existed in Africa, Asia, and the Middle East that helped Western powers gain hegemony. Identify the motives and tactics of the Europeans as they spread their colonial rule. Analyze how western imperialism in Africa set up the current condition of Africa. Examine the foreign policy challenges which ultimately overwhelmed the Qing Dynasty and weakened China’s reputation as a major nation. Examine the effects of western imperialism on the Middle East, especially the Ottoman Empire and Egypt. 	<ul style="list-style-type: none"> Construct a map of the British Empire in the 19th century and use it to defend the statement, “The sun never sets on the British Empire.” Read and respond to JA Hobson’s <i>Imperialism</i> to find out the essential characteristics of the New Imperialism. Analyze the concept of social Darwinism and how it impacted the age of imperialism through interpretation of Rudyard Kipling’s <i>White Man’s Burden</i>. Compare and contrast Rudyard Kipling’s <i>White Man’s Burden</i> with Edward Morel’s <i>Black Man’s Burden</i> and determine which better represents the reality of European imperialism. Read al-Afghan’s <i>A Commentary on the Commentator</i> as a response to imperialism by someone living under an imperialist system. Conduct a simulation of the Berlin Conference to see how European powers divided up the African continent. Analyze and discuss in small groups the short story <i>Shooting an Elephant</i> by George Orwell. Map the locations of various tribes in the Africa and superimpose this map on a map of the boundaries created by the colonial powers after the Berlin Conference. Create a timeline showing the growth of British hegemony in Britain up to the Indian independence in 1949. Study the statements of Rhodes, Lugard, Sarraut, and others to understand the rhetoric of imperialists. Chart the decline of China through summaries of the Taiping Rebellion, Boxer Rebellion, the Opium War and other events.

	<ul style="list-style-type: none"> • Examine how racial and religious bias played a role in expansion into Africa, Asia, and the Middle East. • Evaluate the response of local inhabitants to the new imperialism. • Describe how imperialism affected cultures around the world. 	<ul style="list-style-type: none"> • Analyze the impact of the Russo-Japanese War in terms of its impact on the combatant societies, other major powers, and societies under imperialist control. • Compare and contrast the experiences of China and Japan in the 19th century and develop a thesis for why Japan succeeded where China did not. • Write a persuasive essay arguing whether imperialism was a good or bad thing for those being imperialized in Africa, India, or East Asia. • Chart the growth of nation-building in North America, South America, and Australia.
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Historical Skill of Focus: Examining historical sources over time (historiography)

Required Unit Assessment Activity: Compare and contrast the portrayal of local peoples from period sources and textbooks with those of today. Debate the varying reasons why such differences occur in historical sources.

UNIT 13: World War I, Russian Revolution and Great Depression

Big Ideas and Themes: Driven by nationalism, alliances, imperialism, and militarism, World War I was a war of committed peoples. In France, Britain, and Germany in particular, governments drew on strong popular support. Both peoples and governments confidently expected a short war leading to a decisive victory. These expectations were almost totally mistaken as the war was long, indecisive, and tremendously destructive. To the shell-shocked generation of survivors, it was known simply as the Great War. From a more modern perspective, it is evident that World War I marked a great break in the course of Western historical development since the French and Industrial revolutions which would leave a fragile truce and an uneasy economic and political climate which would culminate in yet another global conflict in just over 20 years.

Brought on largely by the Great War and born out of the dream of national unity, a series of revolutions rocked the globe. The first two originated in Russia as the Romanov dynasty was toppled. Led by Vladimir Lenin, a Communist government was constructed and built upon by his successors. Men such as Josef Stalin sought to make Russia a modern industrial power. While smashing capitalist institutions, this new kind of authoritarian rule, which would evolve into totalitarianism, posed a powerful challenge to a world recovering from WWI.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>5.2.12. A. Evaluate an individual's civic rights, responsibilities, and duties in various governments.</p> <p>8.1.12. B. Synthesize and evaluate historical sources.</p> <p>C. Evaluate historical interpretation of events.</p>	<ul style="list-style-type: none"> Trace the growth of "total war" to its use during WWI. Examine how political and military rivalries pushed European powers toward war. Analyze the role imperialism played in the buildup to WWI. Identify what qualified World War I as the first global war in history. Describe the impact of new technologies and strategies of warfare on the war. Analyze the Treaty of Versailles and how it set the stage for WW2. Determine the reasons why the Ottoman, Russian, German, and Austro-Hungarian empires collapsed in the wake of war. Compare the effects of WWI on different areas outside of Europe Trace the various influences 	<ul style="list-style-type: none"> Create a foldable that profiles the causes of the war. Discuss/debate the necessity of propaganda campaigns for the countries involved in the war. Evaluate the strategies employed by the forces in WWI and their results by writing diary entries or letters home from a soldier involved. Compare and contrast the military strategies and combat experiences of participants in WWI with another war. Conduct a model Versailles Conference to try to work out agreements on the major issues studied. Read and analyze selected portions of Jean Erich Remarque's <i>All Quiet on the Western Front</i>. Analyze Wilson's Fourteen Points from the perspective of the US, France, Germany, and Britain and predict the consequences for each if they had each ratified the plan. Write an essay comparing the reasons why the Ottoman, Russian, German, and Austro-Hungarian empires collapsed in the wake of the war. Create a world map showing the new areas around the world created by the mandate system. Create a timeline for socialism and communism in Europe prior to the Russian Revolution.

	<p>and origins as well as the evolution of socialism in the West before the era of Karl Marx.</p> <ul style="list-style-type: none"> • Examine how political, social, and economic conditions in Czarist Russia sparked a revolution in March, 1917. • Summarize the goals and policies of Lenin and the Bolsheviks in the November Revolution. • Analyze why the Communists defeated their opponents in the Russian Civil War. • Compare the Communist ideology/system of the Soviet Union with the political and economic systems of the United States. • Describe the causes of the Great Depression. • Evaluate the effects of the Depression on both industrialized and non-industrialized nations. 	<ul style="list-style-type: none"> • Evaluate Nicholas II's leadership skills and personality for his role in the Russian Revolution. • Profile an important figure in the Russian Revolution by creating a Facebook or MySpace profile for them. • Create a "Ten Commandments" list similar to that in George Orwell's <i>Animal Farm</i> for a communist society according to Marx, Lenin, and/or Stalin. • Read and analyze selected portions of the <i>Communist Manifesto</i> and other writings from Marx and Engels. • Research and write an essay on the impact of the Great Depression on European society and compare it to the impact on the United States. • Compare the economics of Stalin's Soviet Union with the rest of the world during the Great Depression.
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UNIT 14: World Self-Determination and Nationalism

Big Ideas and Themes: Calls for self-determination made by Woodrow Wilson and others at the Treaty of Versailles were not ignored by areas under colonial control. Additionally, the nationalism of the 19 th century was still prevalent. As such, Latin America, Africa, the Middle East, and Asia all saw countries under the control of colonial powers gain their independence.		
PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12. A. Evaluate the significance of individuals and groups who made major political and cultural and cultural contributions to world history since 1450.</p> <p>B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450</p> <p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women since 1450.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.</p>	<ul style="list-style-type: none"> Identify how nationalism and a desire for modernization affected countries around the world. Analyze the new forms of nationalism that arose in India, the Middle East, and Japan. Evaluate the social and economic issues that led to revolutions and changes in Latin America. Examine how nationalist leaders brought people together to gain independence for their countries. Evaluate the role of nationalism and self-determination in Africa in the 20th century. 	<ul style="list-style-type: none"> Compare and contrast the ideas of Mahatma Gandhi with earlier forms of nationalism focusing on his non-violent approach through the creation of a guide book for nationalist leaders. Evaluate the role that communism played as an element of resistance to Western imperialism such as Vietnam and China. Analyze the role religion played in nationalist movements by reading the writings of various leaders such as Gandhi, Nehru, Jinnah, Mustapha Kemal, etc. Study the backgrounds of Nehru, Chiang, Kemal, Lenin, and Mao to determine the common qualities possessed by nationalist/revolutionary leaders. Correlate the backgrounds of colonial societies and the types of appeals that ultimately proved successful from the society's nationalist leaders. Determine the likely fate of Gandhi if he had been in Turkey or Kemal had been in India. Conduct a debate between members of the Indian National Congress and the Muslim League about whether India can remain united after the end of colonial rule. Compare the self-determination movements of Asia and Africa especially as it relates to its outcomes and the current state of those places.

Historical Skill of Focus: Comparing within and among societies, including comparing societies' reactions to global processes.

Required Unit Assessment Activity: Write an essay comparing and contrasting the outcomes of self-determination/independence on Asian countries internally and with the outcomes in Africa.

UNIT 15: World War II

Big Ideas and Themes: Political and economic turmoil challenged democratic traditions and saw the emergence of fascist dictatorships in Europe and Asia. Popularly elected governments and basic civil liberties declined in Europe as these new dictatorships seemed to be the wave of the future. This new tyranny was first evident in Italy in the 1829s as Mussolini created his Fascist state, but a particularly virulent form of fascism took root in Nazi Germany in the 1930s, as well as in the rapidly growing empire of Japan. In time, a coalition of democratic states lead by the US and Great Britain, joined forces with the communist Soviet Union as they battled their common fascist enemy.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12.</p> <p>A. Evaluate the significance of individuals and groups who made major political and cultural and cultural contributions to world history since 1450.</p> <p>B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450</p> <p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women since 1450.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.</p>	<ul style="list-style-type: none"> Examine the values embodied in fascism and analyze why people would be attracted to them. Identify the conditions present that allowed Mussolini and Hitler to come to power. Describe how the rise of aggressive dictatorships resulted in another world war. Evaluate the effects of Stalin's rule on the USSR's preparedness for World War II. Identify the goals of the Axis powers in Europe and Asia. Describe the key events, strategies, and battles of WW2. Evaluate Fascism, Nazism, and Japanese militarism as nationalist movements. Analyze the concept of genocide and how it was put into practice with the Holocaust. Evaluate the decision of Truman to drop the atomic bomb on Japan. 	<ul style="list-style-type: none"> Complete a graphic organizer comparing and contrasting the Holocaust with another instance of genocide in the 20th century (Darfur, Armenian, etc.) Write a letter advising President Truman on what he should do with the atomic bomb when he was originally informed of its existence. Compare and contrast the Nazi or Fascist governments with the government of the USSR on an appropriate graphic organizer. Determine the appeal of authoritarianism during this period by examining examples of propaganda, art, music, and movies. Create a timeline of events on the eastern front and the Pacific Theater. Develop an action plan for democratic nations to respond to the growth of totalitarian governments around the world. Read portions of <i>Mein Kampf</i> and examine Hitler's foreign policy and other beliefs. Compare and contrast the features and effectiveness of modern totalitarian regimes to those of an earlier totalitarian system (e.g. Louis XIV's France). Debate and discuss whether WW2 or WWI had a greater impact on the world's future. Evaluate why the Allies were strong enough to defeat the Axis powers but were unable to block the Cold War from starting after the victory was achieved.

UNIT 16: The Cold War

Big Ideas and Themes: As World War II ended, a new struggle rose from the ashes of Europe and Asia, one between the forces of communism and those of democracy and capitalism. This new conflict, called the Cold War, had its seeds in the diametrically opposed ideologies of the two world systems, and the conflicts that emerged in the late 1940s and early 1950s set the stage for a half century of war, both hot and cold.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12. A. Evaluate the significance of individuals and groups who made major political and cultural contributions since 1450.</p> <p>B. Evaluate historical documents, material artifacts, and historic sites important to world history since 1450.</p> <p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women since 1450.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.</p>	<ul style="list-style-type: none"> Identify ways that the United States and NATO attempted to limit the spread of communism around the world. Compare the emergence of communism in China with that of Russia. Determine the causes of the end of the Cold War and the end of communism in Russia. 	<ul style="list-style-type: none"> Map the spread of communism throughout the Warsaw Pact and the COMINTERN. Examine the agreements that came out of the Tehran and Yalta agreements to determine why the Cold War began. Map the world showing countries aligned with the Soviet Union, with the United States and non-aligned areas. Compare the similarities and differences in the responses of the United States to the events in Korea and Vietnam Debate whether the Cold War was inevitable or instead resulted from the errors of judgment and miscalculation by Soviet and Western leaders. Create a timeline of the major events affecting the communist world from Lenin to the fall of the Soviet Union. Respond in writing to the ideological failure of communism in the Soviet Union and China in the context of the ideas posited in Francis Fukuyama's <i>The End of History and the Last Man</i>. Debate whether China has abandoned Communism recently or if it has simply modified it to meet the current world climate. Research the careers of European post-war politicians such as Charles De Gaulle, Willi Brandt, Ludwig Erhard, or Margaret Thatcher to examine the challenges facing them as they relate to the Cold War. Make predictions as to the future of communism around the world in the context of financial instability and other unrest.

UNIT 17: The Postmodern World

Big Ideas and Themes: Communism's collapse in Europe in 1991 opened a new era in world history – one that arrived with promises of peace, democracy, and economic prosperity. However, the results of this have been mixed and new tensions, conflicts and division have arisen. While many of these conflicts are historically rooted, they have manifested themselves in unique ways. Nations, governments, and people must grapple with these issues.

PA Academic Standards	Performance Indicators	Suggested Assessments/Learning Activities
<p>8.4.12. A. Evaluate the significance of individuals and groups who made major political and cultural contributions since 1450.</p> <p>B. Evaluate historical documents, material artifacts, and historic sites important to world history since 1450.</p> <p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women since 1450.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe.</p>	<ul style="list-style-type: none"> Describe the goals and structure of the United Nations. Examine the consolidation of Europe into the EU and chart its growth from the earliest attempts at unification until the modern day. Analyze the growth and impact of the internet and other technologies as it reshapes all aspects of life in advanced countries Examine the historical and geographical roots that led to the formation of the state of Israel in 1949. Evaluate the historical background of a contemporary conflict to determine the deep-seated nature of historical causation. 	<ul style="list-style-type: none"> Study the European Union and the impact of the euro-zone and assess its desirability, etc. from the perspective of a European, various Americans, and from other parts of the world through the completion of a matrix. Catalog the subjects of the recent number one music hits around the world to analyze the impact of consumer culture. Debate whether Israel is an aggressor or victim state in the current Middle East conflict. Develop a guidebook for the United Nations and other multinational organizations that gives them criteria for when they should become involved in different areas of the world. In examining the various conflicts in Africa today, redraw the boundaries of African nations to evaluate the possibilities for solutions to many of the religious and ethno-linguistic that exist. Create a presentation on a contemporary conflict/issue of world importance.

Historical Skill of Focus: Exploring the persistent relevance of world history to contemporary developments.

Required Unit Assessment Activity: Write an essay analyzing a historical theme that can be found in most, if not all, of the units of study of this course.

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)