

Delaware Valley School District

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Concept of World Studies**

**Grade Level: 10**

Date of Board Approval: \_\_\_\_\_2019\_\_\_\_\_

Revised June 2019

**Title:** Concepts of World Studies

**Subject Area:** Social Studies

**Grade:** 10

**Course Description:**

Forty percent of this course will focus on developments in Europe since 1450, and for the remainder of the year students will study various regions of the world, including Asia, Africa and the Middle East. Students will research the effects of European imperialism on these regions, the eventual independence of countries in the region, and current problems facing specific countries in the area. Each unit is thematically organized to include the region's governmental structure, historical heritage, religions, economy and geographic features.

**Time Line for Course:** Full year course

**Curriculum Writer:** Keith Olsommer

**Curriculum Map**

**Marking Period One**

**Unit 1: Pre-Modern Europe**

- Physical and Political Geography of Europe
- Vocabulary for Pre-Modern Europe
- Government systems used in Pre-Modern Europe
- Economic systems widely used across Europe
- Historical overview of Europe 2000 BC – 1600 AD
- Significant and influential individuals of Europe
- Impacts of Ancient Greeks and Romans
- Decay of European civilization during Middle Ages
- Renaissance
- Reformation
- Napoleon
- Enlightenment
- Age of Reason
- Age of Exploration

**Marking Period Two**

**Unit 2: Modern Europe**

- Physical and Political Geography of Modern Europe
- Vocabulary for Modern Europe
- Government and economic systems used in Modern Europe
- Culture of Modern Europe
- Significant and influential individuals of Modern Europe
- Era of ism's
- Industrial Revolution
- World War 1
- World War 2
- Cold War

**Unit 3: Middle East**

- Physical and Political geography of the Middle East
- Vocabulary for the Middle East
- Importance of natural resources in the Middle East
- Governments in the Middle East
- Culture within the Middle East
- Economic systems of the Middle East
- Historical overview of the Middle East (600 – present)
- Effects of religious and cultural differences
- Significant and influential individuals of the Middle East

**Marking Period Three**

**Unit 4: China, Japan, Korea, Vietnam**

- Physical and Political Geography of China and East Asia
- Vocabulary for China, Japan, Korea, Vietnam
- Government systems in Region
- Culture in the Region
- Economic systems in Asia, South East Asia
- Historical overview 200BC – Present
- Significant and Influential individuals of Asia
- European Influence
- 20<sup>th</sup> Century Wars

**Unit 5: India**

- Physical and Political Geography of the Indian Subcontinent
- Vocabulary for the Indian Subcontinent
- Government systems of Indian Subcontinent
- Culture on Indian Subcontinent
- Economic systems of Indian Subcontinent
- Historical Overview 200 BC – Present
- Significant and Influential individuals of Indian Subcontinent
- European Imperialism

**Marking Period Four**

**Unit 6: Africa**

- Physical and Political Geography of Africa
- Vocabulary for Africa
- Government systems of Africans nations
- Culture within Africa
- Economic systems for Africa
- Historical Overview of Africa 2000BC-Present
- Significant and Influential of Africa
- European Imperialism

**Unit 7: Latin America**

- Physical and Political Geography of Latin America
- Vocabulary for Latin America
- Government systems of Latin America
- Economic systems for Latin America
- Culture within Latin America
- Historical Overview of Latin America 2000BC – Present
- Significant and Influential individuals of Latin America
- European Imperialism

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### Unit 1: Pre-Modern Europe

Time Range in Days: 45

#### Standards Addressed:

**PACCS History and Social Studies:** 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

**PACCS – Reading and Writing in History and Social Studies:** CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.F, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.H

**Anchor:** Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

**Big Idea #1:** Historical context is needed to comprehend time and space.

#### Essential Questions:

- Why is time and space important to the study of history

#### Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society

#### Competencies

- Articulate the context of a historical event or action.

**Big Idea #2:** Historical interpretation involves an analysis of cause and result.

#### Essential Questions:

- What role does analysis have in historical construction?

#### Concepts:

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

#### Competencies:

- Articulate the context of a historical event or action
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

**Big Idea #3:** - Perspective helps to define the attributes of historical comprehension.

#### Essential Questions:

- What role does analysis have in historical construction?

#### Concepts:

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

#### Competencies:

- Articulate the context of a historical event or action.

**Overview:** This unit allows students to understand ancient Europe contributions to the modern world in Political, social, religious, and technological fields.

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### **Goals: Students will be able to:**

- Identify a political map of Europe after completion of this unit
- Discuss major players in Pre Modern Europe
- Describe the major political systems used in Pre Modern Europe

### **Objectives:**

- Students will identify a political map of Europe (DOK 1)
- Students will recognize major individuals of Pre Modern Europe (DOK 1)
- Students will compare Pre Modern Europe political systems (DOK 3)
- Students will recall major religious wars in Pre Modern Europe (DOK 1)
- Students will Construct the Medieval social system (DOK 1)

### **Core Activities:**

- Students will prepare and label the countries and cities of Modern Europe.
- Working with a partner, students will complete a project on Ancient Greece.
- Students will compile a list that identifies the major artists, writers and thinkers of the period
- Each student will research and deliver an oral presentation on a major figure of Pre Modern Europe
- Students will complete the technical writing project Castle for a King.
- Students will complete a project on Life of the Renaissance Advances.
- Students will read an overview about Martin Luther and the 95 Theses and prepare a written summary of the major points
- Students will provide written answers to the question - How did the Crusades prepare Europe for the modern era, classroom discussion?

### **Assessments:**

#### **Diagnostic:**

- Oral presentations, graphic organizers – KWL chart, class discussions, quizzes, teacher observations, pre-test/post-test.

#### **Formative:**

- Cooperative learning assignments, outline of notes, homework

#### **Summative:**

- Multiple Choice tests, written position or persuasive papers, teacher observation and questioning

### **Extensions:**

- Student will construct a timeline of European History.
- Student will complete a web quest on Life during the Middle Ages.
- Student will create a written explanation to provide an example of a totalitarian state.
- Students will complete a project on an invention of the Renaissance period.

### **Correctives:**

- Student will develop a unit vocabulary list
- Student will create an important people list for the Age of the Renaissance and Reformation Era.
- Students will complete skill exercises on map work: Routes of explorers and lands discovered

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- Students will create a list of Enlightenment writers and philosophers with their work looking for famous quotes on each.

### **Materials and Resources:**

**Primary Textbook:** *People, Places, and Change*. Holt, Rinehart and Winston.

### **Supplemental Resources:**

- Janson's History of Art
- PBS 4-part video series – The Renaissance
- A & E Video's – Catherine the Great, Peter The Great, and Elizabeth I
- A & E Video – Napoleon Bonaparte
- Atlas Study Guide
- United Streaming Battle of the Somme
- Various 20<sup>th</sup> century videos stored in DVHS Library

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**Unit 2: Modern Europe**

**Time Range in Days: 25**

**Standards Addressed:**

**PACCS History and Social Studies:** 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

**PACCS – Reading and Writing in History and Social Studies:** CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.F, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.H

**Anchors:** Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

**Big Idea #1:** Historical context is needed to comprehend time and space.

**Essential Questions:**

- Why is time and space important to the study of history

**Concepts:**

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society

**Competencies:**

- Articulate the context of a historical event or action.

**Big Idea #2:** Historical interpretation involves an analysis of cause and result.

**Essential Questions:**

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

**Concepts:**

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

**Competencies:**

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

**Big Idea #3:** - Perspective helps to define the attributes of historical comprehension.

**Essential Questions:**

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?



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### **Concepts:**

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

### **Competencies:**

- Articulate the context of a historical event or action.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

**Big Idea #4:** World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

### **Essential Questions:**

- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

### **Concepts:**

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

### **Competencies:**

- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

**Overview:** - This unit will begin with the major absolute monarchs and move to the major revolutions that change Europe politically. Then the impacts of nationalism and fascism. The unit will conclude with the cold war and its impact on our modern world.

### **Goals: Students will be able to:**

- Identify a political map of Europe after completion of this unit.
- Discuss major players in Modern Europe.
- Describe the major political systems used in Modern Europe.
- Understand the cause and effects for WW1, WW2, and the Cold War.

### **Objectives:**

- Students will identify a political map of Europe. (DOK 1)
- Students will recognize major individuals of Modern Europe. (DOK 1)
- Students will compare and contrast pre-modern European political systems to existing modern European political systems. (DOK 3)
- Students will recall major religious wars in pre-modern Europe. (DOK 1)

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- Students will construct an outline based on the causes and effects of World War I and World War II. (DOK 1)
- Students will provide a written summary of the roles of the United States and Soviet Union during the Cold War. (DOK 2)

### **Core Activities: Modern Europe**

- Students will participate in a classroom discussion about each of the “isms” and their effect on Europe.
- Through direct instruction, students will explain how nationalism led to World War I
- In pairs using computers, students will read about Anti-Semitism and identify in writing its early origins and how it led to the Holocaust.
- Students will explain the connection between the industrial revolution and socialism, communism and militarism, direct instruction.
- Using the internet, students will research the new role of women in European Society.
- In cooperatives groups, students will discuss the economics of the Great Depression and the rise of Fascism in Europe
- In a classroom discussion, students will identify the causes and effects of World War I.
- During a classroom discussion, students will read an overview of World War I overview and provide an oral explanation of major points.
- Students will create Power Point presentation on a particular aspect of World War I.
- Students will research and identify in a writing assignment the causes and results of World War I and World War II.
- Students will view and discuss the selections from the video Schindler’s List, classroom discussion
- Using the Our Century videos, students will create lists that differentiate between the first and second world wars.
- Through direct instruction, students will Identify the changes in Europe since the end of both World War I and Cold War.
- Students will utilize newspaper articles, the Internet, and television to explain the current issues and affairs in Europe during classroom discussions.
- Students will create a European travel brochure as a cooperative assignment.

### **Assessments:**

#### **Diagnostic:**

- Graphic Organizers / KWL chart, quizzes, oral presentations, class discussions, pre-test/post-test, teacher observation.

#### **Formative:**

- Cooperative learning assignments, outlining of events, homework.

#### **Summative:**

- Multiple-choice tests, written position or persuasive papers, teacher observation and questioning.

### **Extensions:**

- Read All Quiet on the Western Front and summarize on a podcast.
- View Schindler’s list and provide written details that explain life in the death camps.

### **Correctives:**

- Students will create a timeline of dates events and people of the Age of Revolution.
- Students will define the isms and their role in the development of Modern Europe.

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**Materials and Resources:**

**Primary Textbook:** *People, Places, and Change*. Holt, Rinehart and Winston.

**Supplemental Resources:**

World History by Irving Gordon

Mein Kampf by Adolf Hitler

Various videos on the 20th century in the DVHS library

## DELAWARE VALLEY SCHOOL DISTRICT

### Unit 3: Middle East

Time Range in Days: 20

#### Standards Addressed:

**PACS History and Social Studies:** 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

**PACS – Reading and Writing in History and Social Studies:** CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.F, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.H

**Anchors:** Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

**Big Idea #1:** Historical context is needed to comprehend time and space.

#### Essential Questions:

- Why is time and space important to the study of history

#### Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

#### Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

**Big Idea #2:** Historical interpretation involves an analysis of cause and result.

#### Essential Questions

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

#### Concepts:

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

#### Competencies:

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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**Big Idea #3:** - Perspective helps to define the attributes of historical comprehension.

**Essential Questions:**

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

**Concepts:**

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

**Competencies:**

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.

**Big Idea #4:** World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

**Essential Questions:**

- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

**Concepts:**

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

**Competencies:**

- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

**Overview:** In this unit students will learn the beginnings of Islam and its growth across the Middle East. Students will better understand the role the United States plays in the Middle East using the Choices program. Students will learn struggles of the Arab people in their fights for independence both politically and socially.

**Goals: Students will be able to:**

- Identify a political map of the Middle East after completion of this unit.
- Discuss major players in the Middle East.
- Describe the major political systems used in the Middle East.
- Understand how the creation of Israel has led to regional crisis.
- Differentiate between Islam and radical Islam.
- Understand the role of the United States in the Middle East.

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### **Objectives:**

- Students will identify a political map of the Middle East. (DOK 1)
- Students will recognize major individuals of the Middle East. (DOK 1)
- Students will compare political systems within the Middle East. (DOK 3)
- Students will recall major wars fought between Israel and Arab neighbors. (DOK 1)
- Students will summarize the roles of the United States in the Middle East. (DOK 2)

### **Core Activities:**

- Students will label current map of the Middle East.
- Students will define vocabulary terms for Christianity, Judaism, and Islam and share their results in a classroom discussion.
- Students will complete an internet activity Islamic Web Quest, internet activity.
- Students, in cooperative groups will prepare a menu for a Middle Eastern Dinner Party.
- Students will individually complete the Choices Program -Shifting Sands: Balancing US Interests in the Middle East assignment.
- In pairs, students will complete a chart that compares and contrasts the Middle East of today to the Middle East of the year at the start of the 21<sup>st</sup> century.
- Students will read about the Arab Spring and explain how the political landscape of the region has changed.

### **Assessments:**

#### **Diagnostic:**

- Graphic Organizers / KWL chart, quizzes, oral presentations, class discussions, pre-test/post-test, teacher observation.

#### **Formative:**

- Cooperative learning assignments, outlining of events, homework.

#### **Summative:**

- Multiple-choice tests, written position or persuasive papers, teacher observation and questioning.

### **Extensions:**

- Compare and Contrast selected al Jazeera and Jerusalem Post articles.
- Time magazine project.
- Outline Capt. Finan's Power Point Presentation.

### **Correctives:**

- Students will create a timeline of dates events dealing with the creation of Israel.
- Students will define Islam and define its role in the Middle East.
- Students will research terrorism in the Middle East.
- Students will complete worksheets Iraq and Iran.
- Students will outline the major events in 20th century Europe.

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**Materials and Resources:**

**Primary Textbook:** *People, Places, and Change*. Holt, Rinehart and Winston.

**Supplemental Resources:**

Choices Program

World History by Irving Gordon

Various videos on the 20th century in the DVHS library

## DELAWARE VALLEY SCHOOL DISTRICT

### Unit 4: China, Japan, Korea, Vietnam

Time Range in Days: 25

#### Standards Addressed:

**PACS History and Social Studies:** 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

**PACS – Reading and Writing in History and Social Studies:** CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.F, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.H

**Anchors:** Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

**Big Idea #1:** Historical context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history

#### Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

#### Competencies:

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

**Big Idea #2:** Historical interpretation involves an analysis of cause and result.

#### Essential Questions

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

#### Concepts:

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

#### Competencies:

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place



## DELAWARE VALLEY SCHOOL DISTRICT

**Big Idea #3:** - Perspective helps to define the attributes of historical comprehension.

**Essential Questions:**

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

**Concepts:**

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

**Competencies:**

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.

**Big Idea #4:** World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

**Essential Questions:**

- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

**Concepts:**

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

**Competencies:**

- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

**Overview:** This unit will start with ancient dynasties and move into modern East Asia. Political, social, economic, and technological systems will be studied. This unit finishes with how East Asia impacts our world today.

**Goals: Students will be able to:**

- Identify a political map of the Asia.
- Discuss major players in the Asia.
- Describe the major political systems used in the Asia.
- Differentiate between Communist China and the surrounding democracies.
- Better understand the role of the United States in the Far East.
- Understand the importance of the Asian economy to the United States.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Objectives:**

- Students will identify a political map of Asia. (DOK 1)
- Students will recognize major individuals of Asia. (DOK 1)
- Students will compare political systems within Asia. (DOK 3)
- Students will recall major wars fought within Asia. (DOK 1)
- Students will summarize the role of the United States in Asia. (DOK 1)
- Students will recognize the importance of the Asian economy to the United States. (DOK 2)

### **Core Activities:**

- Students will label a physical and political map of Asia.
- In an internet activity, students will identify the major dynasties of China.
- In a classroom discussion, students will be able to explain the basic ideas of Confucianism and Taoism (Daoism) and Legalism.
- In cooperative groups, students will prepare charts that identify the achievements of selected dynasties, the reasons for the collapse of the dynasties, and the rise of nationalism and communism in China from 1911 to 1945.
- Through direct instruction, students will be able to identify Mao Zedong and analyze and discuss the impact of The Great Leap Forward and The Cultural Revolution had in China.
- After viewing a variety of movie clips of live footage, students will research present their findings on the significance of Tiananmen Square uprising and the response of the Chinese government.
- In pairs, students will read and be able to discuss the causes and effects of the economic boom in modern China.
- Students will complete a graphic organizer dealing with the following topics of early Japanese History: Religion, Arts, Economic, Lifestyle.
- Through direct instruction, students will explain the economic, political and social changes of Japan after 1868, direct instruction
- Student will write a persuasive essay on either: Could Pearl Harbor have been prevented or Should the United States have dropped the atomic bomb on Japan to end World War II?
- In an internet activity, students will research and analyze the major changes in Japan since World War II.
- Students will read a Time magazine article on North Korea and explain global significance in a classroom discussion.
- Students will complete graphic organizer on Korean history, individual assignment.
- Students will complete a web quest on Vietnam's history, cooperative group assignment.

### **Assessments:**

#### **Diagnostic:**

- Graphic Organizers / KWL chart, quizzes, oral presentations, class discussions, pre-test/post-test, teacher observation.

#### **Formative:**

- Cooperative learning assignments, outlining of events, homework.

#### **Summative:**

- Multiple-choice tests, written position or persuasive papers, teacher observation and questioning.

### **Extensions:**

- Compare and Contrast East Asian independence movements using a graphic organizer.
- Create an object or painting that symbolizes the culture.

DELAWARE VALLEY SCHOOL DISTRICT

**Correctives:**

- Re-teach material if necessary.
- Create a unit definition list.
- Implement a Jeopardy type review game.

**Materials and Resources:**

**Primary Textbook:** *People, Places, and Change*. Holt, Rinehart and Winston.

**Supplemental Resources:**

World History by Irving Gordon

Letters Home from Vietnam - DVD

**Unit 5: India**

**Time Range in Days: 20**

**Standards Addressed:**

**PACCS History and Social Studies:** 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

**PACCS – Reading and Writing in History and Social Studies:** CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.F, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.H

**Anchors:** Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

**Big Idea #1:** Historical context is needed to comprehend time and space.

**Essential Questions:**

- Why is time and space important to the study of history

**Concepts:**

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

**Competencies:**

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

**Big Idea #2:** Historical interpretation involves an analysis of cause and result.

**Essential Questions:**

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

**Concepts:**

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

**Competencies:**

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

## DELAWARE VALLEY SCHOOL DISTRICT

**Big Idea #3:** - Perspective helps to define the attributes of historical comprehension.

**Essential Questions:**

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

**Concepts:**

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

**Competencies:**

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.

**Big Idea #4:** World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

**Essential Questions:**

- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

**Concepts:**

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

**Competencies:**

- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

**Overview:** This unit will cover several ancient Indian dynasties, European influence in India, and British imperialism of India, Mohandas Gandhi, and current struggles India has with its neighbors. The importance of Hinduism in the culture in India along with the current relations the United States has with India will conclude this unit.

**Goals: Students will be able to:**

- Identify a political map of the South Asia.
- Discuss major players in the South Asian history.
- Describe the major political systems used in South Asia.
- Differentiate between India and the surrounding democracies.
- Understand the role of the United States in South Asia, especially Pakistan and Afghanistan.
- Understand the importance of South Asian economy to the United States.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Objectives:**

- Students will identify a political map of South Asia. (DOK 1)
- Students will recognize major individuals of South Asia. (DOK 1)
- Students will compare political systems in South Asia. (DOK 3)
- Students will recall major wars fought within South Asia. (DOK 1)
- Students will summarize the role of the United States in South Asia. (DOK 2)
- Students will recognize the importance of the South Asian economy to the US. (DOK 2)

### **Core Activities:**

- Students will label a physical and political map.
- In their notebook, students will define vocabulary terms of the unit
- In a classroom discussion, students will create a statistical overview of India.
- In pairs students will complete a graphic organizer that compares and contrasts Buddhism and Hinduism.
- Students will read “The Grameen Bank” and through a classroom discussion explain the importance of this concept to third world societies.
- Students will read about the Amritsar Massacre and write a persuasive essay on the event justifying or vilifying the actions of the British soldiers.
- In a cooperative group, students will complete graphic organizer on Indian empires.
- Students will view the motion picture “Gandhi” and explain various scenes in a classroom discussion.
- Students will read a TIME magazine article on Gandhi and discuss his impact of India and the nonviolence movement throughout the world.
- With a partner, students will create a podcast on an assigned South Asia cultural topic.
- Students will take a virtual tour of the Taj Mahal and describe its’ purpose and the major features.

### **Assessments:**

#### **Diagnostic:**

- Graphic Organizers / KWL chart, quizzes, oral presentations, class discussions, pre-test/post-test, teacher observation.

#### **Formative:**

- Cooperative learning assignments, outlining of events, homework.

#### **Summative:**

- Multiple-choice tests, written position or persuasive papers, teacher observation and questioning.

### **Extensions:**

- Research and provide a written explanation of various quotes from Gandhi.
- Create a pamphlet on the history of South Asian country using Microsoft Publisher.

### **Correctives:**

- Re-teach material if necessary.
- Create a unit definition list.
- Implement a Jeopardy type review game.

DELAWARE VALLEY SCHOOL DISTRICT

**Materials and Resources:**

**Primary Textbook:** *People, Places, and Change*. Holt, Rinehart and Winston.

**Supplemental Resources:**

World History by Irving Gordon

Gandhi – DVD

**Unit 6: Africa**

**Time Range in Days: 30**

**Standards Addressed:**

**PACCS History and Social Studies:** 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

**PACCS – Reading and Writing in History and Social Studies:** CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.F, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.H

**Anchors:** Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

**Big Idea #1:** Historical context is needed to comprehend time and space.

**Essential Questions:**

- Why is time and space important to the study of history

**Concepts:**

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions.

**Competencies:**

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

**Big Idea #2:** Historical interpretation involves an analysis of cause and result.

**Essential Questions**

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

**Concepts:**

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

**Competencies:**

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place



## DELAWARE VALLEY SCHOOL DISTRICT

**Big Idea #3:** - Perspective helps to define the attributes of historical comprehension.

**Essential Questions:**

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

**Concepts:**

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

**Competencies:**

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.

**Big Idea #4:** World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

**Essential Questions:**

- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

**Concepts:**

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

**Competencies:**

- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

**Overview:** In this Unit ancient Africa through modern Africa will be covered. Major political systems, economic systems, social structures and current issues facing Africa will be covered. The role Europeans played in imperialism of Africa and Nationalism will be learned. This unit ends with the United States role in Africa today.

**Goals: Students will be able to:**

- Identify a political map of the Africa.
- Discuss major players in the Africa history.
- Describe the major political systems used in Africa.
- Better understand the role of the United States in Africa.
- Understand the importance of African economy to the United States.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Objectives:**

- Students will identify a political map of Africa. (DOK 1)
- Students will recognize major individuals of Africa. (DOK 1)
- Students will compare political systems in Africa. (DOK 3)
- Students will recall major wars fought within Africa. (DOK 1)
- Students will summarize the role of the United States in Africa. (DOK 2)
- Students will recognize the importance of the African economy to the United States. (DOK 2)
- Student will identify the main causes of the HIV virus in Africa. (DOK 1)

### **Core Activities:**

- Students will label a physical and political map of Africa.
- Students will define vocabulary terms of the unit in their notebook
- With a partner, students will create a pamphlet on the history of the Suez Canal.
- Students will complete an internet activity and graphic organizer on Zambian customs.
- In cooperative groups, students will read “Waking up to Devastation” and create a chart that compares statistics of each country.
- In a classroom discussion, students will read articles on problems facing Africa today and be able to discuss the issues and possible solutions to those problems.
- Through direct instructions, students will complete a graphic organizer that compares and contrasts early African empires.
- In groups, students will identify the political system of Apartheid that once existed in South Africa and discuss its effects on South Africa.
- Students will complete an internet activity that provides an analysis for selected African countries.

### **Assessments:**

#### **Diagnostic:**

- Graphic Organizers / KWL chart, quizzes, oral presentations, class discussions, pre-test/post-test, teacher observation.

#### **Formative:**

- Cooperative learning assignments, outlining of events, homework.

#### **Summative:**

- Multiple-choice tests, written position or persuasive papers, teacher observation and questioning.

### **Extensions:**

- Investigate and prepare a list what requirements and equipment would be needed to perform an archaeological dig in Africa.
- Illustrate a cover of a magazine for West African culture.
- Create a list of songs about African history.

### **Correctives:**

- Create flash cards on the 4 environmental zones.
- Create magnet summary cards on African topics.
- Re-teach material if necessary.
- Create a timeline of significant events in African history.

DELAWARE VALLEY SCHOOL DISTRICT

**Materials and Resources:**

**Primary Textbook:** *People, Places, and Change*. Holt, Rinehart and Winston.

**Supplemental Resources:**

World History by Irving Gordon

Amistad – DVD

Stephen Biko – A&E Biography

Various videos from DVHS library

Invictus – DVD

**Unit 7: Latin America**

**Time Range in Days: 15**

**Standards Addressed:**

**PACS History and Social Studies:** 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

**PACS – Reading and Writing in History and Social Studies:** CC.8.5.9-10.A, CC.8.5.9-10.B, CC.8.5.9-10.C, CC.8.5.9-10.D, CC.8.5.9-10.F, CC.8.5.9-10.H, CC.8.5.9-10.I, CC.8.6.9-10.A, CC.8.6.9-10.B, CC.8.6.9-10.C, CC.8.6.9-10.D, CC.8.6.9-10.E, CC.8.6.9-10.H

**Anchors:** Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

**Big Idea #1:** Historical context is needed to comprehend time and space.

**Essential Questions:**

- Why is time and space important to the study of history

**Concepts:**

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

**Competencies:**

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

**Big Idea #2:** Historical interpretation involves an analysis of cause and result.

**Essential Questions:**

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

**Concepts:**

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

**Competencies:**

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

## DELAWARE VALLEY SCHOOL DISTRICT

**Big Idea #3:** - Perspective helps to define the attributes of historical comprehension.

**Essential Questions:**

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

**Concepts:**

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

**Competencies:**

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.

**Big Idea #4:** World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

**Essential Questions:**

- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

**Concepts:**

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

**Competencies:**

- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

**Overview:**

In this unit, the ancient empires of Latin America will be covered. This will be followed by the European arrival in the region and the nationalist movement. This Unit will conclude with the role of the United States in the region today.

**Goals: Students will be able to:**

- Identify a political map of Latin America after completion of this unit.
- Discuss major players in the Latin American history.
- Describe the major political systems used in Latin America.
- Better understand the role of the United States in Latin America.
- Understand the importance of Latin American economy to the United States.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Objectives:**

- Students will identify a political map of Latin America. (DOK 1)
- Students will recognize major individuals of Latin America. (DOK 1)
- Students will compare political systems in Latin America. (DOK 3)
- Students will recall major wars fought within Latin America. (DOK 1)
- Students will summarize the role of the United States in Latin America. (DOK 2)
- Students will recognize the importance of the Latin American economy to the US. (DOK 2)

### **Core Activities:**

- With a partner, students will label a physical and political map of Latin America.
- In their notebooks, students will define vocabulary terms of the unit.
- Through direct instruction, students will complete a graphic organizer that provides details of the Revolutionary leaders in Latin American history.
- Students will complete an internet activity that trace routes of selected explorers of Latin America.
- In an internet activity, students will locate rainforests and be able to explain the reasons for their destruction and the attempts at preservation.
- In pairs, students will create a report on the similarities and differences of the Aztec, Maya, and Inca cultures.
- In a classroom discussion, students will that compare and contrast European conquerors with the indigenous people and cultures they experienced.
- In a groups, students will research, write, and perform a skit on a social issue facing the region.
- Students will view the video on the Panama Canal and explain in writing the economic significance of the Panama Canal.
- In pairs, students will create a graphic organizer on Venezuelan culture.
- Students will write a television commercial that describes and explains Venezuela's role in OPEC.
- In classroom discussion, students will explain and discuss modern problems affecting Latin America.

### **Assessments:**

#### **Diagnostic:**

- Graphic Organizers / KWL chart, quizzes, oral presentations, class discussions, pre-test/post-test, teacher observation.

#### **Formative:**

- Cooperative learning assignments, outlining of events, homework.

#### **Summative:**

- Multiple-choice tests, written position or persuasive papers, teacher observation and questioning.

### **Extensions:**

- Complete an internet activity on a virtual archeological dig at a Maya site.
- Create a postcard for a cultural regions.

### **Correctives:**

- Create a Jeopardy review game for Latin America.
- Match a list of explorers to the correct region and country.
- Create a unit definition list.

DELAWARE VALLEY SCHOOL DISTRICT

**Materials and Resources:**

**Primary Textbook:** *People, Places, and Change*. Holt, Rinehart and Winston.

**Supplemental Resources:**

World History by Irving Gordon

PBS video: The Panama Canal. DVD

**Primary Textbook Used for this Course of Instruction**

Name of the textbook: *People, Places, and Change*.

Textbook ISBN#: 0-03-054863-2

Textbook Publisher and year of publication: Holt, Rinehart and Winston. 2001

Curriculum Textbook is utilized in Concepts of World Studies



**PA Core Standards – History**

**8.1: Historical Analysis and Skill Development**

- 8.1.9.A: Compare patterns of continuity and change over time, applying context of events.
- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events
- 8.1.U.A: Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.W.A: Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.7.B: Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.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.U.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.W.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

**8.2: Pennsylvania History**

- 8.2.8.A: Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.
- 8.2.9.A: Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.12.A: Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US and the world.
- 8.2.U.A: Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
- 8.2.9.B: Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.
- 8.2.12.B: Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.
- 8.2.U.B: Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.
- 8.2.9.C: Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history
  - Belief systems and religions
  - Commerce and Industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organization
- 8.2.12.C: Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.
  - Belief systems and religions
  - Commerce and Industry
  - Technology
  - Politics and government
  - Physical and human geography
  - Social organization

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8.2.U.C: Evaluate continuity and change in Pennsylvania are interrelated to the U.S.

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

8.2.9.D: Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.2.12.D: Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.2.U.D: Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

### 8.3: United States History

8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

8.3.U.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

8.3.U.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.9.C: Analyze how continuity and change have impacted the United States.

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

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8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world.

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

8.3.U.C: Evaluate how continuity and change have impacted the United States.

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

8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.U.D: Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

### 8.4: World History

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

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

8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history

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

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

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

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

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

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

8.4.12.D: Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania

### **PA Core Standards – Reading in History and Social Studies**

CC.8.5.11-12.A Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B Determine the central ideas or information of a primary and secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5. 11-12.C Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5. 11-12.D Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. (e.g. how Madison defines faction in Federalist No. 10).

CC.8.5. 11-12.F Evaluate authors' differing points on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5. 11-12.H Evaluate an author's premise, claims, and evidence by corroborating or challenging them with information.

CC.8.5. 11-12.I Integrate information from diverse sources, both primary and secondary, in coherent understanding of an idea or event, noting discrepancies among sources.

### **PA Core Standards – Writing in History and Social Studies Grades 11-12**

CC.8.6.11-12.A Write arguments focused on discipline-specific content

CC.8.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

CC.8.6.11-12.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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- CC.8.6.6-8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.H Draw evidence from information texts to support analysis reflection and research.

**Anchors: Reading, Writing, Speaking, and Listening Grade 11:**

- R.11.A.2: Understanding nonfiction appropriate to grade level
- R.11.B.1: Understanding components within and between texts
- R.11.B.3: Understanding concepts and organization of nonfiction text

**Checklist to Complete and Submit:**

(Scan and email)

- \_\_\_\_\_ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- \_\_\_\_\_ The primary textbook form(s).
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_