

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: World History	GRADE(S): 12
UNIT 1: Comparative Religions	TIMEFRAME: 4 weeks

PA COMMON CORE STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.12.A. Evaluate patterns of continuity and rates of change over time, applying context of events.
- 8.1.12.B. Evaluate the interpretation of historical events and sources, considering the use of fact vs. opinion, multiple perspectives, and cause and effect relationships.

8.4 WORLD HISTORY

- 8.4.12.A. Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.B. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.C. Evaluate how continuity and change have impacted the world today.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 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.

NCSS STANDARDS:

1. Culture and Cultural Diversity
2. The ways human beings view themselves in and over time
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections

UNIT OBJECTIVES:

1. Become religiously literate by surveying the 5 major world religions (e.g. Judaism, Christianity, Islam, Hinduism, Buddhism) with a focus on:
 - Founders, customs/rituals, holidays (e.g. Abraham, Jesus, Muhammad, Siddhartha Gautama)
 - Identify the major principles/beliefs of Judaism, Christianity, Islam
 - Scriptures and sacred texts (e.g. Torah, Bible, Quran)
 - World-view held by each group of believers (e.g. human situation, practices, afterlife)
 - Reading and writing interpretation of sacred scripture from a variety of religious traditions
2. Identify the primary differences and similarities between the Western and Eastern religions
 - Eastern religions range from polytheistic to atheistic
 - Western religions usually revolve around one God
 - Compare and contrast the way eastern and western religions view the relationship between animals and human beings
 - Describe how western religions affect the way of life of followers including an exploration of the contemporary practice of each religion (e.g. adherents, global location, extremism)
3. Describe how the geography of the Middle Eastern/European regions and religious practices interacted to impact the development of Judaism, Christianity, Islam (e.g. missionaries, conquest and conflict).

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SUGGESTED ACTIVITIES:

- Read: Intro to World History, "Overview: Waves of History" (Resource 3)
- Write: Briefly describe the four main periods of history. Indicate and explain which, in your opinion has had the greatest impact on our lives today.
- View 'Civilization': List the elements of civilization, giving an example of each. (Resource 4)
- Create a Big Chart of Religion including Religions, Founder, Worldwide Adherents, Life Purpose, Afterlife, Practices, Text
- Venn Diagram comparing Christianity, Judaism, Islam's major practices.
- Write: Define religion in your own words. Why study religion?
- Debate: Pose a debatable question to the class regarding religion in society. Students choose a position and defend it.
- Map: Color code a world map after viewing 'A Brief History of Religion'. (Resource 5)
- Create a Mind Map to be completed for Judaism, Christianity and Islam pre and post lesson to demonstrate knowledge construction.
- Write: After listening to Islam 'Call to Prayer', write statement telling how it does/does not fit in with what you know about Islam. Discuss. (Resource 6)
- Write: After listening to Songs for Shabbat - שבת לקראת שירים, state why music does/does not fit in with what you know about Judaism. Discuss. (Resource 7)

MANDATED WRITING ACTIVITY:

- Culminating Research Paper: Choose and research two religions which have historically conflicted. Plan to host a dinner meeting between a leader of each group choosing and explaining your introduction, and choices of: place, meal, beverages, dessert, and goal of meeting, as well as outcome.

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

RESOURCES:

- Textbook
- Student's Friend – World History & Geography, www.studentsfriend.com/
- "Overview: Waves of History" at <http://www.studentsfriend.com/aids/curraids/activities/Overview.pdf>
- 'Civilization,' <http://www.youtube.com/watch?v=c1g60SSGmeY>
- 'A Brief History of Religion', http://www.youtube.com/watch?v=a_9Nu0tGTEM
- 'Islam Call to Prayer, <http://www.youtube.com/watch?v=EAvlimEYEpQ>
- Songs for Shabbat - שבת לקראת שירים, <http://www.youtube.com/watch?v=QAfccfv6RUQ&list=RDQAFccfv6RUQ&index=1>
- Videos
- Internet

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: World History	GRADE(S): 12
UNIT 2: Middle Ages	TIMEFRAME: 5 weeks

PA COMMON CORE STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.12.A.** Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.B.** Evaluate the interpretation of historical events and sources, considering the use of fact vs. opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C.** Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

8.4 WORLD HISTORY

- 8.4.12.A.** Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.B.** Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.C.** Evaluate how continuity and change have impacted the world today.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 8.4.12.D.** Evaluate how conflict and cooperation between groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

NCSS STANDARDS:

1. Culture and Cultural Diversity
2. The ways human beings view themselves in and over time
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections

UNIT OBJECTIVES:

1. Demonstrate how the fall of the Roman Empire led to a period of lawlessness and disorder in systems of law and in the lives of people leading to the creation of new government and social structure.
 - Explain how the invasions of Germanic tribes led to the fall of the Roman Empire, dividing Western Europe into small kingdoms (e.g. barbarians, Charlemagne, Muslim invasions).
 - Describe how feudalism, the manor economy, and the Catholic Church shaped and impacted the everyday life of the people in Western Europe.
 - Relate how changes in agriculture and trade led to the growth of towns and commerce.
 - Evaluate the causes and long-term consequences of the Crusades.
 - Explain how achievements in learning, literature and the arts characterized the High and Late Middle Ages.
 - Analyze the significance of the Magna Carta, its impact on rights, Parliament, the English king.
2. Examine the events which led to the end of the Middle Ages.
 - Recognize how the combination of the Black Plague, upheaval in the Church and war affected Europe in the 1300s and 1400s.

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SUGGESTED ACTIVITIES:

- Read: Selections from *Student's Friend* from the Fall of Rome (p 16) through the Late Middle Ages.
- Create a poster to present an assigned section to the class. (Resource 1)
- View History Teachers Music, 'The Canterbury Tales'. Create and present a PowerPoint focusing on one character relating it to medieval society, religion, and life on a manor. (Resource 4)
- Read/Write: 'The Black Death, 1348' Create a map showing the progress of the Black Death throughout Europe. Compose a (series of) journal entry(ies) in first person. (Resource 5)
- Write: After viewing History Teachers Music, 'The Black Death', explain how the Black Death led to the end of the Middle Ages. (Resource 6)
- Create a timeline of the Middle Ages, 500-1450 AD. Indicate major events, characters. Illustrate.

MANDATED WRITING ACTIVITY:

- View/Write: History Teachers Music, for biographies of individuals. Complete Keyword Notes while viewing to prepare to write a biography. Research. Write a biography according to format. (Resource 3)

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

RESOURCES:

1. Textbook, Chapters 7, 8.
2. *Student's Friend* – World History & Geography, www.studentsfriend.com/
3. Selected biographies at History Teachers Music, http://www.youtube.com/results?search_query=history%20teachers%20songs&sm=1
4. 'The Canterbury Tales', , http://www.youtube.com/watch?v=vBa5nN_JyPk
5. 'The Black Death, 1348', <http://www.eyewitnesstohistory.com/plague.htm>
6. History Teachers Music, 'The Black Death', <http://www.youtube.com/watch?v=rZy6XilXDZQ>

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: World History	GRADE(S): 12
UNIT 3: Renaissance and Reformation	TIMEFRAME: 5 weeks

PA COMMON CORE STANDARDS:

History:

- 8.1** **HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT**
- 8.1.12.A.** Evaluate patterns of continuity and change over time, applying context of events.
 - 8.1.12.B.** Evaluate the interpretation of historical events and sources, considering the use of fact vs. opinion, multiple perspectives, and cause and effect relationships.
 - 8.1.12.C.** Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
- 8.4** **WORLD HISTORY**
- 8.4.12.A.** Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
 - 8.4.12.B.** Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
 - 8.4.12.C.** Evaluate how continuity and change have impacted the world today.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
 - 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.

NCSS STANDARDS:

1. Culture and Cultural Diversity
2. The ways human beings view themselves in and over time
3. People, places and environments
4. Individual development and identity
5. Individuals, groups, and institutions
6. Power, authority, and governance
7. Production, distribution, and consumption
8. Science, technology, and society
9. Global connections
10. Civics ideals and practices

UNIT OBJECTIVES:

1. Examine why the Renaissance began in northern Europe and how it was reflected in the ideals and works of its major characters.
 - Explain the causes of the Renaissance (e.g. decline of feudalism and the Church, Crusades, exploration and trade, revival of Greco-Roman classics, inventions).
 - Interpret the ideals of the Renaissance and how they were reflected in the works of Italian artists and writers (e.g. revival of Greco-Roman classics, humanism, perspective/realism).
 - Cite examples/Identify the major characters of the Renaissance and their contributions (e.g. DaVinci, Michelangelo, Raphael, Machiavelli, Petrarch).
2. Analyze how revolts against the Catholic Church affected society in northern Europe.
 - Identify the causes of the Reformation (e.g. Church practices and schism, rise of middle class and monarchs, Renaissance).
 - Identify major characters of the Reformation (e.g. Martin Luther, John Calvin).
 - Explain the consequences of the Reformation (e.g. Counter-Reformation).
3. Explain why scientific discoveries led to a paradigm shift for Europeans.
 - Describe major characters of the Scientific Revolution (e.g. Newton, Copernicus, Galileo, Descartes) and the impact of their contributions.

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SUGGESTED ACTIVITIES:

- Read: Student's Friend, Part 2, Unit 7, The 1500s and 1600s, Clash of Civilizations, Section 102.-107 (Resource 3)
- Write a paragraph on the impact of Gutenberg's metal movable type on literacy, discoveries and ideas.
- Write a paragraph on the origin and revival of humanism.
- Create a Chart of Important characters and their contributions from the Reformation and Counter- Reformation.
- Timeline: After viewing 'The Protestant Reformation – Parts I and II' create a timeline of important events of the Reformation. Add individuals and their contributions in an overlapping timeline.(Resource 4)
- Compare and Contrast the Gregorian Chant and the Battle Hymn of the Reformation in terms of language, sound, lyrics and impressions. Discuss the music and identify all differences. Is each representative of the movement it represented? (Resource 5)
- Write: Research and choose one artist from the Renaissance and 1-3 representations of his/her work. State how that artist's works reflect the spirit of the Renaissance.

MANDATED WRITING ACTIVITY:

- Culminating Activity: View selected history Teachers Music for biographies of individuals. Complete Keyword Notes while viewing to prepare to write a biography. Research and write report on an assigned biographical subject. Students create a 5 slide PowerPoint to present the subject of biography to class. Each student prepares an assessment to be completed by class following the presentation. (Resource 6)

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

RESOURCES:

1. Textbook, Chapter 13
2. Student's Friend – World History & Geography, www.studentsfriend.com/
3. Student's Friend, Part 2, Unit 7, The 1500s and 1600s: Clash of Civilizations, Section 102. Gutenberg through 107. Divine Right of Monarchs, <http://www.studentsfriend.com/sf/part2see/part2-1.html>
4. 'The Protestant Reformation – Parts I and II' <http://www.youtube.com/watch?v=h025a8GFlyI> and <http://www.youtube.com/watch?v=ePwNQ9o03ig&feature=relmfu>
5. Gregorian Chant, <http://tunein.com/radio/Calm-Radio---Gregorian-Chant-s142218/>; Battle Hymn of the Reformation, <http://www.youtube.com/watch?v=wiRpUtVByxU>
6. History Teachers Music, http://www.youtube.com/results?search_query=history%20teachers%20songs&sm=1
7. Videos
8. Other Internet Sources

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: World History	GRADE(S): 12
UNIT 4: Age of Exploration	TIMEFRAME: 4 weeks

PA COMMON CORE STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.12.A. Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.B. Evaluate the interpretation of historical events and sources, considering the use of fact vs. opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

8.4 WORLD HISTORY

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

NCSS STANDARDS:

1. Culture and Cultural Diversity
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7. Production, distribution, and consumption
8. Science, technology, and society
9. Global connections
10. Civics ideals and practices

UNIT OBJECTIVES:

1. Understand why European motivations of profit, trade, religion and curiosity led to exploring the seas.
 - Examine the motives behind the age of exploration (e.g. power, wealth).
 - Analyze the contributions of major characters during the age of exploration (e.g. Prince Henry, Dias, DaGama).
2. Examine the impact of European trading posts on the African coast on African communities and the slave trade.
 - Construct a map of physical geographic features of Africa to facilitate understanding the difficulties of African exploration/navigation and development of African States (e.g. plateau, continent, rivers, deserts, rainforests, jungles, valleys, resources).
 - Examine the impact of European exploration on the people of Africa.
 - Explain the Trans-Atlantic slave trade and its impact on the lives and economies of Africans and Europeans.
3. Explain why European trade and a fear of a loss of tradition led to the isolation of Asian powers.
 - Explain how and why the Europeans built empires in South and Southeast Asia (e.g. trade, superior firepower technology).
 - Describe the causes and results of Korean, Chinese and Japanese isolation from Europe.

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4. Interpret the impact of European exploration on the European and American economies and peoples.
 - Examine the impact of Eurocentrism, technology and disease on the peoples of the Americas.
 - Recognize how Eurocentrism exploration led to new economic systems in Europe and the Colonies (e.g. Columbian Exchange, capitalism, mercantilism).

SUGGESTED ACTIVITIES:

- Read: Student's Friend, Part 2, Unit 7, The 1500s and 1600s, Clash of Civilizations, (Resource 3)
- Create a graphic organizer (web) of the Columbian Exchange.
- Small groups use graph to demonstrate the economic, cultural and political impact of exploration on the world.
- Create a Big Chart of explorers including Date, Explorer, Country Represented, Accomplishments
- Presentation: Small groups work to create and present a newscast reporting on an Explorer, his Background, Experience, Accomplishments, Indigenous Peoples, Economic Impact
- Write one paragraph explaining how under Mansa Musa, western Africa/Timbuktu became a multicultural trading hub and a center of learning (Resource 4)
- Map: Create a map of Africa identifying major geographic features. Indicate the impact on the development of the African States.
- Create a bar chart illustrating the impact of European exploration and settlement in the Americas on the Native American populations.

MANDATED WRITING ACTIVITY:

- Culminating Activity: Read/Map/Write: Use selected readings, videos and activities at the site Traces of the Trade. Create a map illustrating the triangular trade route. Explain the importance of each location on the route indicating goods exchanged, economic gain/loss and cultural impact in that location. Discuss the lasting impact on today's society. (Resource 5)

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

RESOURCES:

1. Textbook, Chapter 14,15
2. Student's Friend – World History & Geography, www.studentsfriend.com/
3. Student's Friend, Part 2, Unit 7, The 1500s and 1600s: Clash of Civilizations, <http://www.studentsfriend.com/sf/part2see/part2-1.html>
4. History Teachers Music, 'Mansa Musa' <http://www.youtube.com/watch?v=4TWOIkEygWM&list=PL3B3D857F76E569EE>
5. TRACES OF THE TRADE: <http://www.tracesofthetrade.org/guides-and-materials/historical/the-dewolf-family/>
6. Videos
7. Other Internet Sources

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: World History	GRADE(S): 12
UNIT 5: Absolutism and Enlightenment	TIMEFRAME: 5 weeks

PA COMMON CORE STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.12.A.** Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.B.** Evaluate the interpretation of historical events and sources, considering the use of fact vs. opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C.** Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

8.4 WORLD HISTORY

- 8.4.12.A.** Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.B.** Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.C.** Evaluate how continuity and change have impacted the world today.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 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.

NCSS STANDARDS:

1. Culture and Cultural Diversity
2. The ways human beings view themselves in and over time
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7. Production, distribution, and consumption
8. Science, technology, and society
9. Global connections
10. Civics ideals and practices

UNIT OBJECTIVES:

1. Explain how absolutism and enlightenment philosophies came to be adopted by enlightened absolutists and impacted European monarchies.
 - Compare and contrast the Absolutists (e.g. Philip II, Cardinal Richelieu, Louis XIV, Charles I, Peter the Great)
 - Describe the causes and effects of the English Civil War citing absolutist policies and religious conflict that led to the English Bill of Rights and a constitutional government.
 - Differentiate between the major ideas of characters of the Enlightenment and their impact on government and society (e.g. Hobbes, Locke, Voltaire, Montesquieu, Rousseau).
 - Explain how Enlightenment ideas led to the American and French Revolutions (e.g. how the results of England's Glorious Revolution impacted colonial reasoning and demands).
 - Identify causes of the French Revolution (e.g. inequality among the three estates, deficit spending of the government)
2. Examine the major impacts of the French Revolution on France at the time of the Revolution and long lasting impacts on western civilization focusing on nations throughout Europe and the Americas.
 - Describe major events, characters and documents of the French Revolution including: stages of the Revolution, Louis XVI, Jacques Necker, Declaration of Rights of Man, Robespierre, Reign of Terror.
 - Identify the significance of Napoleon and how the outcome still impacts Europe today (e.g. Napoleonic Code, nationalism).

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3. Examine the major impacts of the French Revolution on France at the time of the Revolution and long lasting impacts on western civilization focusing on nations throughout Europe and the Americas.
 - Describe major events, characters and documents of the French Revolution including: stages of the Revolution, Louis XVI, Jacques Necker, Declaration of Rights of Man, Robespierre, Reign of Terror.
 - Identify the significance of Napoleon and how the outcome still impacts Europe today (e.g. Napoleonic Code, nationalism).

SUGGESTED ACTIVITIES:

- Compare and Contrast: After reading selections from Student's Friend, Unit 8 - The 1700s: Age of Enlightenment and Revolution. (Resource 3)
- Explain why the Scientific Revolution is also called the Age of Reason.
- Compare and contrast the American Revolution and the French Revolution.
- Compare and contrast the Jacobins and the Sans Culottes.
- In one paragraph describe the conflict between the three estates.
- Small groups work to select appropriate modern songs reflecting the thinking of major characters of the Enlightenment, then play as class attempts to link the song with the appropriate character. Write whether the selected song was appropriate for the character by relating song lyric to elements of character's theories.
- Write: After viewing 'The French Revolution', small groups make rap song or compose/illustrate a poem using vocabulary terms. (Resource 3)
- Timeline: Create a timeline/illustrated poster of the rise and fall of Napoleon including the impact of the Napoleonic Code.
- Oral Report: Assign group readings: (1) A section on law from Montesquieu's The Spirit of the Laws. (2) A section on government checks and Balances from The Spirit of the Laws. (3) A section from Rousseau's The Social Contract. Find as many of the three basic tenets as possible in each document and compile a list; Present an oral report on findings using quotes as evidence. (Resource 4)

MANDATED WRITING ACTIVITY:

- Debate/Write: Read selections from Hobbes' Leviathan and Locke's Of Civil Government, then engage in a debate defending these essentially different views of human nature. Write a one-page essay on which point of view you believe in, stating your reasons. (Resource 4)

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

RESOURCES:

1. Textbook, Chapter 16, 17, 18
2. Student's Friend – World History & Geography, www.studentsfriend.com/
3. 'The French Revolution', <http://www.history.com/topics/french-revolution/videos/the-french-revolution#napoleon>
4. The Enlightenment – Preview Copy, Including the Complete First Lesson', http://www.learner.org/courses/amerhistory/pdf/Enlightenment_LOne.pdf. Readings included in activities.
5. Videos
6. Other Internet Sources

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: World History	GRADE(S): 12
UNIT 6: Industrial Revolution and Imperialism	TIMEFRAME: 5 weeks

PA COMMON CORE STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.12.A.** Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.B.** Evaluate the interpretation of historical events and sources, considering the use of fact vs. opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C.** Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

8.4 WORLD HISTORY

- 8.4.12.A.** Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
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 - Belief systems and religions
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 - Social organizations
- 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.

NCSS STANDARDS:

1. Culture and Cultural Diversity
2. The ways human beings view themselves in and over time.
3. People, places, and environments
4. Individual development and identity.
5. Individuals, groups, and institutions.
6. Power, authority, and governance.
7. Production, distribution, and consumption.
8. Science, technology, and society.
9. Global connections.
10. Civics ideals and practices.

UNIT OBJECTIVES

1. Examine how the Agricultural Revolution led to the Industrial Revolution and the totality of its impacts on individuals, society, economies, world trade and political views.
 - Analyze factors that contributed to England's lead in the Industrial Revolution (e.g. agricultural revolution, education, resources, colonial markets, capital, and government).
 - Identify the social and economic changes that occurred during the Industrial Revolution including urbanization, female/child labor, growth of capitalism and middle class, poor living conditions, population growth).
 - Examine the intellectual changes that occurred during and after the Industrial Revolution. (e.g. laissez faire economics, Thomas Malthus, socialism, Karl Marx, communism)
2. Examine the multiple causes of Imperialism, its positive impacts on European nations and negative impacts on colonized nations and indigenous peoples.
 - Analyze the motives behind the partitioning of Africa - Scramble for Africa (e.g. European desire for expansion, slave trade, exploration, capitalism, Berlin Conference 1884-5).
 - Analyze reactions to imperialism by eastern powers (e.g. China, Boxer Uprising, Japan, India, Sepoy Rebellion).
 - Describe the effects of Imperialism on colonized regions (exploitation, cultural issues).
 - Compare and contrast the motives behind the Age of Exploration and Imperialism (more land equals power, trade, religion vs. capitalism, missionary ideals vs. 'White Man's Burden')

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

SUGGESTED ACTIVITIES:

- Write: After reading selections from Student's Friend, Unit 9 - The 1800s: Industrial Revolution and Imperialism: (Resource)
- Write a paragraph on the positive/negative impacts of the industrial revolution on society.
- Write a paragraph explaining why industrialists made socialist ideas appealing.
- Write a paragraph stating how industrialism and nationalism encouraged imperialism.
- Read, 'The Scramble for Africa'. Write a paragraph on the motives that led to the partitioning of Africa. (Resource 2)
- Analyze Political Cartoons: Small groups analyze cartoons identifying the issue, characters, symbolism and the author's position. Review cartoons in whole group activity. (Resource 3)
- Create a political cartoon that illustrates one social issue at the time of the Industrial Revolution.
- Create a chart showing the positive and negative aspects of industrialism.

MANDATED WRITING ACTIVITY:

- Write: Examine a map of the British Empire about 1914 and evaluate John Wilson's 1829 statement that "The sun never sets on the British Empire." Was his observation accurate? Explain in one paragraph.

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
- Learning Logs or Notebooks
- Teacher-Made Tests and Quizzes
- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

RESOURCES:

1. Textbook, Chapter 19, 21, 24
2. Student's Friend – World History & Geography, www.studentsfriend.com/
3. Imperialism, <http://awittimperialism.blogspot.com/2011/03/political-cartoons.html> and US Imperialism – Political Cartoons, http://faculty.weber.edu/kmackay/history_1700cartoons%20imperialism.htm
4. Primary Sources
5. Videos
6. Other Internet Sources

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: World History	GRADE(S): 12
UNIT 7: Twentieth Century Issues	TIMEFRAME: 6 weeks

PA COMMON CORE STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.12.A.** Evaluate patterns of continuity and change over time, applying context of events.
- 8.1.12.B.** Evaluate the interpretation of historical events and sources, considering the use of fact vs. opinion, multiple perspectives, and cause and effect relationships.
- 8.1.12.C.** Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

8.4 WORLD HISTORY

- 8.4.12.A.** Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
- 8.4.12.B.** Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.C.** Evaluate how continuity and change have impacted the world today.
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social organizations
- 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.

NCSS STANDARDS:

1. Culture and Cultural Diversity
2. The ways human beings view themselves in and over time
3. People, places, and environments
4. Individual development and identity
5. Individuals, groups, and institutions
6. Power, authority, and governance
7. Production, distribution, and consumption
8. Science, technology, and society
9. Global connections
10. Civics ideals and practices

UNIT OBJECTIVES:

1. Examine why European state relations led to conflict and how WWI changed the map of Europe.
 - Explain the long term causes of World War I (e.g. acronym 'MAIN' --militarism, alliances, imperialism, and nationalism).
 - Examine the immediate cause of World War I (e.g. assassination of Archduke Ferdinand).
 - Examine the highlights of World War I and why it was called the 'Great War' (e.g. trench warfare, Western Front, modern warfare technology, Fourteen Points).
 - Explain how WWI peace treaties created the conditions that would lead to another World War.
2. Recognize why WWII is remembered as the 'good war', fought for the cause of liberty and democracy.
 - Describe the causes of World War II (e.g. Weakness of Treaty of Versailles, rise of Hitler, totalitarian leaders).
 - Examine the highlights of World War II (e.g. Axis/Allied Powers, the Holocaust, Pearl Harbor, D-Day, Hiroshima/Nagasaki).

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

UNIT OBJECTIVES:

3. Demonstrate how the post WWII actions of nations created a Cold War and conflicts physically represented by the Iron Curtain.
 - Examine the causes and consequences of the Cold War (e.g. Truman Plan, NATO, and Warsaw Pact).
4. Discuss Contemporary Issues relating to the topic of globalization.
 - Discuss major contemporary issues (e.g. terrorism, global economy and interdependence, environment, China).

SUGGESTED ACTIVITIES:

- Create a poster listing and illustrating the causes of WWI.
- Create a PowerPoint explaining the causes and consequences of the Cold War and present to the class.
- Create a Cause and Effect chart of the events that led to worldwide involvement of nations in WWII.
- Current Event Flipchart: Read a current events article – Chart includes three sentences about each of the Who, What, Where, When involved; 3 sentences about three facts and a 5 sentence summary; include the publication, author, title.
- Write a one page opinion article in response to a current event.
- Create an 8.5" x 11" collage or poster illustrating a current event.
- Debate the merits of the US presence in the Vietnam Conflict.
- Make a timeline of the events of the Vietnam War.

MANDATED WRITING ACTIVITY:

- Write a one-page response paper about the mentality of extremist terrorists and their reasoning. Include culture conflicts, military strength, and economic issues. (Resource 2)

ASSESSMENTS:

- Observation Checklists
- Interviews and Dialogue
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- Products and Projects
- Performance Tasks

REMEDIATION:

- Peer Tutoring
- Small Group Instruction
- Computer Assisted Learning
- Individualized Instruction
- Chunking of Information

ENRICHMENT:

- Research Opportunities
- Class Presentation
- Independent Investigation
- Case Study

RESOURCES:

1. Text, Chapters 26(WWI), Selections from 28, 29(WWII), 30(Cold War), Selections from 32, 34 (globalization, terrorism, technology)
2. Suicide Killers, Documentary online, http://www.youtube.com/watch?v=LJV48_LsgY
3. Primary Sources
4. Videos
5. Other Internet Sources