

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Concepts of World Studies

Curriculum writing committee:

Scott Nielsen

Grade Level 10

Date of Board Approval:

Course Grading Scale for Concepts World Studies: Total Points earned

Unit Tests	100 points each
Current Events	20 points each
Quizzes – Map/Vocab	20-40 points each
Projects	100 points each
Classwork (weekly)	5-10 points weekly

Curriculum Map

Course Description:

This course is a skills-based class which will allow students to develop the basic skills necessary for success by moving more slowly including more guided practice. 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.

Timeline for Course: Full year course, meeting daily for 46 minutes/1 credit

Goals:

Marking Period One: Over a period of 45-days, students will aim to understand:

Unit 1: Pre-Modern Europe (45 days)

- 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: Over a period of 45-days, students will aim to understand:

Unit 2: Modern Europe (25 days)

- 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 (20 days)

- 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: Over a period of 45-days, students will aim to understand:

Unit 4: China, Japan, Korea, Vietnam (25 days)

- 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, Southeast Asia
- Historical overview 200BC – Present
- Significant and Influential individuals of Asia
- European Influence
- 20th Century Wars

Unit 5: India (20 days)

- 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: Over a period of 45-days, students will aim to understand:

Unit 6: Africa (30 days)

- 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 (15 days)

- 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

Big Ideas

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

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

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

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

Textbook & Supplemental Resources

- 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

- 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 20th century videos stored in DVHS Learning Commons
- Choices Program
- World History by Irving Gordon
- Letters Home from Vietnam - DVD
- Gandhi – DVD
- Amistad – DVD
- Stephen Biko – A&E Biography
- Invictus – DVD
- PBS video: The Panama Canal. DVD

Curriculum Plan

Unit 1: Pre-Modern Europe

Time Range in Days: 45 days

Standards Addressed:

PACCS History and Social Studies:

8.1.W.A – Evaluate patterns of continuity and change over time, applying **context of events**.

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.

8.4.9.A – Compare 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.

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

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

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

Objectives: (Students will be able to)

1. Identify a political map of Europe (DOK 1)
2. Compare political boundaries of modern Europe with those of Pre-Modern Europe (DOK 2)
3. Define key terms related to Pre-Modern Europe (including feudalism, theocracy, Renaissance, etc). (DOK 1)
4. Recognize major individuals of Pre-Modern Europe (DOK 1)
5. Explain the historical impact of major individuals on European society and government. (DOK 2)
6. Identify forms of government used in Pre-Modern Europe. (DOK 1)
7. Compare political systems in Pre-Modern Europe. (DOK 2)
8. Analyze how government systems affected the structure of European society. (DOK 3)
9. Describe the political and cultural contributions of ancient Greece and Rome. (DOK 1)
10. Explain the reasons for the decline in European civilizations during the Middle Ages. (DOK 2)
11. Identify key ideas and achievements of the Renaissance. (DOK 1)
12. Compare the Renaissance with the Middle Ages in terms of art, knowledge, and culture. (DOK 2)
13. Describe the causes and major figures of the Reformation. (DOK 1)
14. Identify the rise and fall of Napoleon and his key reforms. (DOK 1)
15. Summarize the enlightenment ideas and philosophies. (DOK 2)
16. Recall major religious wars in Pre-Modern Europe. (DOK 1)
17. Identify causes and effects of major religious wars in Pre-Modern Europe. (DOK 2)

18. Analyze the Medieval social system. (DOK 1)
19. Identify key explorers and motivations of European exploration. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Teacher-led discussions, and question and answer periods discussing major topics in the unit.
2. Teacher generated notes, graphic organizers, and outlines on major topics in the unit.
3. Students can contribute events to a classroom timeline using index cards or digital slides.
 - a. This activity could be ongoing and evolve over the course of the unit.
4. Students will be provided with a blank political map of Europe. Students can label or create a color-coded label system to identify and label key countries.
 - a. To differentiate;
 - o Some students may be provided a word bank with county names.
 - o To challenge some students, ask them to also identify capitals.
5. Working with a partner, have students complete a research project on an assigned feature of Ancient Greece and present it to the class.
6. Have students compile a list that identifies the major artists, writers and thinkers of the period.
 - a. Students could then choose from the list to identify one or two of the individuals works.
7. Have students research and deliver an oral presentation on a major figure of Pre-Modern Europe.
 - a. To differentiate;
 - o Presentation templates can be provided for scaffolding.
 - o Peer-pairs or group roles could be assigned for collaboration.
8. Students may complete a technical writing project Castle for a King.
9. Stations with descriptions of the political systems of Monarchy, feudalism, theocracy, and early republics can be displayed around the room.
 - a. Students can then move around the room taking notes using a Venn diagram or comparison chart for the governments.
 - b. To differentiate;
 - o Guided notes may be provided.
 - o Some students can be asked to provide verbal descriptions of the differences observed.
10. Students can complete a project on Life of the Renaissance Advances.
11. Students can role-play an interview where they “meet” artists, writers, and scientists (Michelangelo, Da Vinci, etc.) and share ideas.
 - a. Each student can research their Renaissance figure and become an expert.
 - b. The class could then prepare 10 “interview” questions to ask the student who will play the role of their assigned figure.
 - c. To differentiate:
 - o Note cards can be provided for some students.
 - o Predetermined questions can be given to prepare.
12. Have students read an overview of Martin Luther and the 95 Theses and prepare a written summary of the major points. <https://www.history.com/articles/martin-luther-and-the-95-theses>

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13. Students can build flowcharts tracing the causes, key figures (Luther, Calvin), and outcomes of the Reformation.
 - a. To differentiate;
 - Students can be given manipulatives with the causes, key figures, and outcomes to organize in a flowchart.
14. Students can provide written answers to the question - How did the Crusades prepare Europe for the modern era, classroom discussion?
15. Have students construct a timeline of Pre-Modern European History by creating a google slide show with 8 major events of their choice.
 - a. Slides must include the title of the event, a brief description, and an image to correspond.
16. Students can research the difficulties of life during the middle ages and write a letter to a family member as if they were living during the time describing their hardships.
 - a. To differentiate;
 - Sentence prompts can be provided.
 - Students can be asked to give an oral description.
17. Students will create a written explanation to provide an example of a totalitarian state.
18. As a class, create a list of inventions created during the Renaissance period.
 - a. Have students choose an invention and create a poster or Canva displaying and describing the invention.
19. Have students create a vocabulary list.
 - a. To differentiate;
 - Students can create the list independently.
 - The teacher can create a guide for students to identify terms as the unit progresses.
20. Students can identify and describe major individuals from the Age of the Renaissance and Reformation Era.
21. The teacher could create a philosopher gallery walk for enlightenment and age of reason philosophers.
 - a. Place posters or digital stations representing political thinkers like Locke, Hobbes, and Rousseau.
 - b. Students can walk around the room and use guided questions or a “passport” worksheet to retrieve information.
 - c. To differentiate;
 - Students can be given prompts for the information to obtain at each station.
 - Students can be asked to create a Venn diagram or comparative chart to complete.
22. Students can complete skill exercises on map work: Routes of explorers and lands discovered.
 - a. Students can be given maps with predetermined travel routes they need to link to explorers.
 - b. Students can create a brochure advertising travel for “new lands” discovered.

Assessments:

Diagnostic:

- KWL charts
- Class discussion/teacher observations

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- Pre-tests

Formative:

- Cooperative learning assignments
- Outline of notes
- Homework
- Observation of research and presentations

Summative:

- Homework
- Unit 1 Test
- Unit 1 Map quiz
- Unit 1 vocabulary and identification quiz
- Unit 1 Timeline project

Unit 2: Modern Europe

Time Range in Days: 25 days

Standards Addressed:

PACCS History and Social Studies

8.1.W.A – Evaluate patterns of continuity and change over time, applying **context of events**.

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.

8.4.9.A – Compare 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.

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

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

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

Objectives: (Students will be able to)

1. Identify the major countries, capital cities, and physical features of modern Europe on a map. (DOK 1)
2. Compare the political boundaries of modern Europe with historical boundaries. (DOK 2)
3. Define key terms related to Modern Europe including nationalism, socialism, fascism, and communism. (DOK 1)
4. Use vocabulary terms in the appropriate context to explain major historical events. (DOK 2)
5. Describe the structure of different government and economic systems used in Modern Europe including democracy, socialism, capitalism, and totalitarianism. (DOK 1)
6. Compare economic and political systems across modern European nations. (DOK 2)

7. Compare pre-modern European political systems to existing modern European political systems. (DOK 3)
8. Compare the beliefs and goals of different “-isms” and their impact on nations.
9. Identify significant leaders, artists, scientists, and reformers of modern Europe. (DOK 1)
10. Explain the impact of individuals such as Churchill, Stalin, Hitler, Marie Curie, and Picasso on Modern Europe. (DOK 2)
11. Describe the causes and effects of the Industrial Revolution in Europe. (DOK 1)
12. Explain how the Industrial Revolution changed daily life, work, and society. (DOK 2)
13. List the causes of World War I including militarism, alliances, imperialism, and nationalism. (DOK 1)
14. Describe the key events and outcomes of the war. (DOK 2)
15. Identify the causes of World War II and key people involved. (DOK 1)
16. Compare the roles of the United States and Soviet Union during the Cold War. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Students will participate in teacher-led discussions, and question and answer periods discussing major topics in the unit.
2. Students will complete teacher generated notes, graphic organizers, and outlines on major topics in the unit.
3. Students can label a blank map of Europe with physical and political features relative to the unit.
 - a. The teacher can provide a word bank or labels to place on the map.
4. The teacher can set up stations with short readings and visuals about nationalism, imperialism, socialism, and other political and economic systems. Students can then walk around the room from station to station completing a graphic organizer outlining the major points.
 - a. To differentiate;
 - Use simplified texts, audio, or youtube videos for the stations.
 - Have students write a short paragraph or create a Venn diagram comparing two “isms”.
5. Students can work in groups to act out scenes or write an origin story of a country illustrating the different governments or economic systems. This activity can be performed in a charades style activity.
 - a. To differentiate;
 - Provide scripts or sentence starters for groups.
 - Have students create their own government for a fictional country and present it.
6. Through direct instruction, students will explain how nationalism led to World War I
7. In pairs using computers, students will read about Anti-Semitism and identify in writing its early origins and how it led to the Holocaust.
8. Students will explain the connection between the industrial revolution and socialism, communism and militarism, direct instruction.
9. Using the internet, students will research the new role of women in European Society.
10. Students can design a mock social media (Instagram) profile for a significant European historical figure from the unit. The profile should include a bio, posts, hashtags, and followers.
 - a. To differentiate;

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- A teacher created template can be provided.
- Students could write a reflection on how the individual influenced history.
- 11. In cooperatives groups, students will discuss the economics of the Great Depression and the rise of Fascism in Europe
- 12. In a classroom discussion, students will identify the causes and effects of World War I.
- 13. Students can create a comic strip illustrating the main causes of World War I (Militarism, Alliances, Imperialism, Nationalism)
 - To differentiate;
 - The teacher can provide blank comic strip templates or prompts to use.
- 14. Students will create presentations on a particular aspect of World War I.
- 15. Students will research and identify in a writing assignment the causes and results of World War I and World War II.
- 16. Students can construct a timeline of major events during World War II using images and captions.
 - a. The timeline could be digital using a slide show or Canva, or could be done on a posterboard.
 - b. To differentiate;
 - The teacher can create prompts or printed cards for students to sequence.
 - Students could add a cause and effect analysis with each event.
- 17. Students will view and discuss the selections from the video Schindler's List, classroom discussion
- 18. Using the Our Century videos, students will create lists that differentiate between the first and second world wars.
https://www.youtube.com/playlist?list=PLvGgZ5v2o_N8dDogxreL2-NbnfKHgHxqY
 - a. Students can create a Venn diagram or complete a teacher generated comparison chart.
- 19. Through direct instruction, students will identify the changes in Europe since the end of both World War I and the Cold War.
- 20. Students will utilize newspaper articles, the Internet, and television to explain the current issues and affairs in Europe during classroom discussions.
- 21. Students will create a European travel brochure as a cooperative assignment.
- 22. Students can read '*All Quiet on the Western Front*' and summarize by making a podcast.
- 23. Students can view Schindler's list and provide written details that explain life in the death camps.
- 24. The teacher can identify key events and turning points in the Cold War. Students can walk around the room and visit stations showing major Cold War events including the Cuban Missile Crisis, NATO/Warsaw Pact, the Arms Race, etc.
 - a. To differentiate;
 - In collaborative groups, students can create the stations.
 - The teacher can provide graphic organizers or prompts to record their information.

Assessments:

Diagnostic:

- KWL charts
- Class discussion/teacher observations
- Pre-tests

Formative:

- Cooperative learning assignments
- Outline of notes
- Homework
- Observation of research and presentations

Summative:

- Homework
- Unit 2: Modern Europe Test
- Unit 2 Map quiz
- Unit 2 vocabulary and identification quiz
- World War I Project

Unit 3: Middle East

Time Range in Days: 20

Standards Addressed:

PACCS History and Social Studies:

8.1.W.A – Evaluate patterns of continuity and change over time, applying **context of events**.

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.

8.4.9.A – Compare 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.

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

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

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

Objectives: (Students will be able to...)

1. Identify major countries, cities and physical features of the Middle East on a map. (DOK 1)
2. Analyze how geography has impacted conflict, trade, and settlement in the region. (DOK 3)
3. Define and accurately use vocabulary related to the geography, religion, politics, and culture of the Middle East. (DOK 1,2)

4. Explain how natural resources have shaped the economies and global relations of Middle Eastern countries. (DOK 2)
5. Recognize major individuals of the Middle East. (DOK 1)
6. Describe and compare political systems within the Middle East. (DOK 3)
7. Compare the structures and powers of different Middle Eastern governments. (DOK 2)
8. Identify common cultural traits in Middle Eastern societies. (DOK 1)
9. Identify major historical events from the rise of Islam to the modern era. (DOK 1)
10. Recall major wars fought between Israel and Arab neighbors. (DOK 1)
11. Analyze the impact of religious cleavages as a source of tension in the Middle East. (DOK 1)
12. Summarize the roles of the United States in the Middle East. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Students will participate in teacher-led discussions, and question and answer periods discussing major topics in the unit.
2. Students will complete teacher generated notes, graphic organizers, and outlines on major topics in the unit.
3. Students can identify and label physical and political features on a map.
 - a. To differentiate;
 - Students can be given a blank map, a map with a word bank, or a blank map with labels to place.
 - Allow peer partners or small groups to identify features together.
4. Students will define vocabulary terms for Christianity, Judaism, and Islam and share their results in a classroom discussion.
5. The teacher can create stations around the room describing key beliefs, practices, and traditions of the major religious and ethnic groups of the Middle East.
 - a. Students can move around the room from station to station completing a graphic organizer comparing the religions and cultures. Stations can include; Islam; Sunni vs. Shia, Judaism in the Middle East, Christianity in the Region, and The Kurds and Ethnic Identity.
 - b. To differentiate;
 - Students can be given skeletal outlines of the graphic organizer.
 - Peer buddies can work together to complete the tasks.
6. Students can create “trading cards” with a picture, bio, and key impact of important Middle Eastern figures including Saladin, Ibn Sina, and Malala.
 - a. To differentiate;
 - The teacher can provide skeletal templates for completion.
7. Students, in cooperative groups, will prepare a menu for a Middle Eastern dinner party.
8. Students will individually complete the Choices Program -Shifting Sands: Balancing US Interests in the Middle East assignment.
9. In pairs, students will complete a chart that compares the Middle East of today to the Middle East of the year at the start of the 21st century.
10. Students will read about the Arab Spring and explain how the political landscape of the region has changed.

11. Students can watch clips or read headlines about the Middle East from various sources.
Students can then discuss how the language used and images presented can shape the viewers perception. <https://www.bbc.com/> <https://www.aljazeera.com/>
12. Time magazine project.
13. Outline Capt. Finan's Power Point Presentation.

Assessments:

Diagnostic:

- KWL charts
- Class discussion/teacher observations
- Pre-tests

Formative:

- Cooperative learning assignments
- Outline of notes
- Homework
- Observation of research and presentations

Summative:

- Homework
- Unit 3: Middle East Test
- Unit 3 Map quiz
- Unit 3 vocabulary and identification quiz

Supplemental Resources:

Choices Program

World History by Irving Gordon

Various videos on the 20th century in the DVHS library

Unit 4: China, Japan, Korea, Vietnam

Time Range in Days: 25

Standards Addressed:

PACCS History and Social Studies

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

- **Belief systems** and religions
- Commerce and industry
- Technology

- **Politics** and government
- Physical and **human geography**
- **Social** organization

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

Objectives: (Students will be able to...)

1. Identify major countries, cities, rivers, and mountains in East and Southeast Asia (DOK 1)
2. Explain how geography influenced historical development, trade, and conflict. (DOK 2)
3. Define key terms related to geography, government, culture, and economics in the region (DOK1)
4. Students will recognize major individuals of Asia. (DOK 1)
5. Describe the contributions of influential individuals to politics, philosophy, and culture. (DOK 2)
6. Describe different types of historic and modern governments used in East Asia. (DOK 1)
7. Compare systems of leadership in imperial dynasties, communist states, and constitutional monarchies. (DOK 2)
8. Students will recall major wars fought within Asia. (DOK 1)
9. Describe the effects of World War II on East and Southeast Asia. (DOK 2)
10. Describe the role of Confuciansim, Buddhism, and Shintoism in shaping social norms. (DOK 2)
11. Summarize the impact of colonization, war, and independence. (DOK 2)
12. Students will summarize the role of the United States in Asia. (DOK 1)
13. Students will recognize the importance of the Asian economy to the United States. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Students will participate in teacher-led discussions, and question and answer periods discussing major topics in the unit.
2. Students will complete teacher generated notes, graphic organizers, and outlines on major topics in the unit.
3. Students can work with partners or groups to match printed vocabulary words to images and definitions from the Unit.
 - a. Prior to the lesson, create a list of the most important vocabulary terms from the unit.
 - b. Create pictures or definitions on paper or posters around the room.
 - c. Have students move around the room to match their terms with the description.
4. Students will label a physical and political map of Asia.
 - a. To differentiate;
 - Provide labeled or partially labeled maps.
 - Provide a key with names of countries that students could color-code on the map.
5. Students can create a poster visualizing a social media account for important historic individuals including Mao Zedong, Ho Chi Minh, and Confucius.
 - a. Accounts should include pictures, quotes, places visited, and followers to represent the individual's legacy.
 - b. To differentiate;
 - Students can be provided a template.

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- Students can use Canva or a similar digital platform to create the final product.
- 6. Students can research the major dynasties of China and use a Venn diagram or comparative chart to compare two to more of them.
 - a. To differentiate;
 - Students can be given skeletal outlines.
 - Peers can be used to assist in this activity.
- 7. In a classroom discussion, students will be able to explain the basic ideas of Confucianism and Taoism (Daoism) and Legalism.
- 8. The class can participate in a Timeline walk around historic East Asia.
 - a. The teacher or students can create stations for an interactive timeline around the classroom.
 - b. Students can walk the timeline, read short summaries, look at pictures, or watch videos about particular events.
 - c. Students can complete a guided time-travel journal to record their understanding.
 - d. To differentiate;
 - Audio narrations can be created by some students.
 - Students could create QR codes to video links to assist their classmates.
- 9. 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.
- 10. 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.
- 11. After viewing a variety of movie clips of live footage, students will research and present their findings on the significance of Tiananmen Square uprising and the response of the Chinese government. <https://www.youtube.com/watch?v=kMKvxJ-Js3A>
- 12. Students can match cause and effect events to understand the influence of European involvement in Asia.
 - a. The teacher can generate cause and effect cards for students to match or create a flowchart with on their desks.
 - b. After students have made their matches, the teacher can go around the room to ask students to describe each cause-effect relationship.
 - c. To differentiate;
 - Students can be provided partial flowcharts to complete.
 - Students can be provided visuals with matching words.
- 13. Students will complete a graphic organizer dealing with the following topics of early Japanese History: Religion, Arts, Economic, Lifestyle.
- 14. Through direct instruction, students will explain the economic, political and social changes of Japan after 1868.
- 15. Students 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?
- 16. Three groups of students can create a detailed description of a major War in Asia (World War II, Korean War, Vietnam War).
 - a. Each group can create maps, historic photos, brief readings, and a video clip describing the war.
 - b. The groups can create three “War Theaters” in the classroom for the groups to rotate through.

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- c. To differentiate;
 - Simplify station instructions with visual aids.
 - Offer audio/video options.
- 17. In an internet activity, students will research and analyze the major changes in Japan since World War II.
- 18. Students will find a news article on North Korea and explain global significance in a classroom discussion.
- 19. Students will complete a graphic organizer on Korean history, individual assignments.
- 20. Students will complete a web quest on Vietnam's history, cooperative group assignment.

Assessments:

Diagnostic:

- KWL charts
- Class discussion/teacher observations
- Pre-tests

Formative:

- Cooperative learning assignments
- Outline of notes
- Homework
- Observation of research and presentations

Summative:

- Homework
- Unit 4: East Asia Test
- Unit 4 Map quiz
- Unit 4 vocabulary and identification quiz.
- War in Asia group project

Unit 5: India

Time Range in Days: 20

Standards Addressed:

PACCS History and Social Studies

8.1.W.A – Evaluate patterns of continuity and change over time, applying **context of events**.

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.

8.4.9.A – Compare 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.

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

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

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

Objectives: (Students will be able to...)

1. Identify a political and physical map of South Asia. (DOK 1)
2. Explain how geography has influenced settlement, trade, and cultural development in the region. (DOK 2)
3. Recognize major individuals of South Asia and describe how these individuals influenced politics, society, and/or independence. (DOK 1,2)
4. Define and use key terms related to history, culture, religion, and government from the unit. (DOK 1)
5. Compare traditional and modern political systems in South Asia. (DOK 3)
6. Recall major wars fought within South Asia. (DOK 1)
7. Identify key empires and events from South Asia. (DOK 1)
8. Summarize major turning points in Indian history across time. (DOK 2)
9. Identify the causes of British imperialism in India. (DOK 1)
10. Explain how European control affected India's political and cultural development. (DOK 2)
11. Recognize the importance of the South Asian economy to the US. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Students will participate in teacher-led discussions, and question and answer periods discussing major topics in the unit.
2. Students will complete teacher generated notes, graphic organizers, and outlines on major topics in the unit.
3. Students will label a physical and political map.
 - a. To differentiate;
 - Labeled maps can be provided for students to color code.
4. In their notebook, students will define vocabulary terms of the unit.

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5. Students can organize major events from the unit to show the shift in governments from empire, to colonial rule, to modern democracy.
 - a. To differentiate;
 - The teacher can provide timeline templates or pre-written event cards.
 - Include video or audio descriptions of events.
6. In a classroom discussion, students will create a statistical overview of India.
7. In pairs students will complete a graphic organizer that compares and contrasts Buddhism and Hinduism.
8. Students will research the Grameen Bank, or watch a description of The Grameen Bank, and through a classroom discussion explain the importance of this concept to third world societies. <https://www.youtube.com/watch?v=hY2a6Y4SOpM>
9. The teacher or students can create a gallery walk around the classroom of images, artifacts, short readings, music, and/or videos to represent concepts from the Unit.
 - a. To differentiate;
 - Simplified reading passages or visual-only versions can be provided.
 - Students can be given graphic organizers or skeletal documents to complete.
10. Students will read about the Amritsar Massacre and write a persuasive essay on the event justifying or vilifying the actions of the British soldiers.
11. In a cooperative group, students will complete a graphic organizer on Indian empires.
12. Students can match cause and effect cards created by the teacher outlining India's economy, government, and society.
 - a. To differentiate;
 - Allow drawing or symbols for responses.
 - Pair students to complete charts collaboratively.
13. Students will view the motion picture "Gandhi" and explain various scenes in a classroom discussion.
14. Students will read a TIME magazine article on Gandhi and discuss his impact on India and the nonviolence movement throughout the world.
15. Students can create a visual or multimedia presentation showing how India's geography, history, culture, and economy have shaped its modern identity.
 - a. To differentiate;
 - Allow voice-over narration instead of writing.
 - Offer choice in format, slideshow, storyboard, podcast.
16. Students will take a virtual tour of the Taj Mahal and describe its purpose and the major features.
17. Students can create graphics of images representing the "then and now" of India's geography, history, culture, and economy.
 - a. To differentiate;
 - Variation of format: poster, Google slides, storyboard, Canva

Assessments:

Diagnostic:

- KWL charts
- Class discussion/teacher observations
- Pre-tests

Formative:

- Cooperative learning assignments
- Outline of notes
- Homework
- Observation of research and presentations

Summative:

- Homework
- Unit 5: India Test
- Unit 5 Map quiz
- Unit 5 vocabulary and identification quiz.

Unit 6: Africa

Time Range in Days: 30

Standards Addressed:

PACCS History and Social Studies

8.1.W.A – Evaluate patterns of continuity and change over time, applying **context of events**.

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.

8.4.9.A – Compare 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.

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

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

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

Objectives: (Students will be able to...)

1. Identify key political and physical features on a map of Africa. (DOK 1)
2. Explain how Africa's geography has influenced trade, migrations, and cultural development over time. (DOK 2)
3. Define and use essential vocabulary related to African history, geography, culture, and geography. (DOK 1)
4. Recognize major individuals of Africa. (DOK 1)
5. Compare indigenous, colonial, and post-colonial government systems of Africa. (DOK 2)
6. Explain how natural resources and trade have influenced African economies historically and today. (DOK 2)
7. Identify key civilizations and events in African history. (DOK 1)
8. Explain the long-term effects of historical events on modern African societies. (DOK 2)

9. Identify the motivations and actions of European powers during the colonization of Africa. (DOK 1)
10. Summarize the role of the United States in Africa. (DOK 2)
11. Recognize the importance of the African economy to the United States. (DOK 2)
12. Identify major geopolitical challenges facing the African continent including the AIDs epidemic, genocide, poverty, and corruption. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Students will participate in teacher-led discussions, and question and answer periods discussing major topics in the unit.
2. Students will complete teacher generated notes, graphic organizers, and outlines on major topics in the unit.
3. Students will label a physical and political map of Africa.
 - a. To differentiate;
 - o Students can be given a map with a word bank and color code the map.
 - o Students can be given labels to fill in the map.
4. Students will define vocabulary terms of the unit in their notebook.
 - a. To differentiate;
 - o Students can draw pictures or create digital representations of vocabulary terms.
 - o Assign fewer words for some students needing modified workloads.
5. Students can simulate the Scramble for Africa by dividing resources or participating in a gallery walk analyzing political cartoons and short readings about imperialism.
 - a. To differentiate;
 - o Use teacher generated role cards with different perspectives.
6. With a partner, students will create a pamphlet on the history of the Suez Canal.
7. Students will complete an internet activity and graphic organizer on Zambian customs.
8. In cooperative groups, students will read “Waking up to Devastation”, “Fighting the Axis of Illness”, or a similar reading about the impact of AIDs on the African continent. They will then create a chart that compares statistics of each country. [chrome-extension://efaidnbmnnnibpcajpcgglefindmkaj/https://journals.law.harvard.edu/hrj/wp-content/uploads/sites/83/2020/06/17HHRJ99-Fidler.pdf](https://efaidnbmnnnibpcajpcgglefindmkaj/https://journals.law.harvard.edu/hrj/wp-content/uploads/sites/83/2020/06/17HHRJ99-Fidler.pdf)
9. 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.
 - a. Students could participate in a Model UN conference taking on the role of a country seeking to address such problems.
10. Students could pick a topic such as government, economy, or culture and compare pre-colonial and modern Africa through a presentation, digital story, or art project.
11. In groups, students will identify the political system of Apartheid that once existed in South Africa and discuss its effects on South Africa.
12. Students can participate in a gallery walk moving from station to station covering topics on Apartheid.
 - a. Stations can include but are not limited to; excerpts from Mandela’s speech, a photo of a township vs. white neighborhood, excerpts from individual’s diaries living in a township, and a photo of the 1976 Soweto uprising.
 - b. Students can move around the room taking notes or filling in a guided note sheet.

13. Students will complete an internet activity that provides an analysis for selected African countries.

Assessments:

Diagnostic:

- KWL charts
- Class discussion/teacher observations
- Pre-tests

Formative:

- Cooperative learning assignments
- Outline of notes
- Homework
- Observation of research and presentations

Summative:

- Homework
- Unit 6: Africa Test
- Unit 6 Map quiz
- Unit 6 vocabulary and identification quiz
- Pre-colonial vs Modern African comparison project.

Unit 7: Latin America

Time Range in Days: 15

Standards Addressed:

PACCS History and Social Studies

8.1.W.A – Evaluate patterns of continuity and change over time, applying **context of events**.

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.

8.4.9.A – Compare 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.

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

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

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

Objectives:(Students will be able to...)

1. Label a physical and political map of Latin America. (DOK 1)
2. Explain how geography has influenced culture, government, and trade in Latin America (DOK 2)
3. Recognize major individuals of Latin America. (DOK 1)
4. Describe the role these individuals played in shaping Latin America's political and social systems. (DOK 2)
5. Summarize key historical events from pre-Columbian civilizations to modern Latin America. (DOK 2)
6. Define and use key vocabulary terms related to Latin American history, government, and culture. (DOK 2)
7. Compare political systems across Latin American nations and historical periods. (DOK 3)
8. Analyze the impact of independence movements and revolutions of Latin America. (DOK 3)
9. Identify the major industries and natural resources that have influenced Latin America's economic systems. (DOK 1)
10. Students will summarize the role of the United States in Latin America. (DOK 2)
11. Students will recognize the importance of the Latin American economy to the US. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Students will participate in teacher-led discussions, and question and answer periods discussing major topics in the unit.
2. Students will complete teacher generated notes, graphic organizers, and outlines on major topics in the unit.
3. With a partner, students will label a physical and political map of Latin America.
4. In their notebooks, students will define vocabulary terms of the unit.
5. Through direct instruction, students will complete a graphic organizer that provides details of the Revolutionary leaders in Latin American history.
 - a. To differentiate;
 - o Students can make a profile, card, poster, or slide of a key figure.
 - o Students could have the choice of producing a podcast or digital presentation on the individual.
6. Students will complete an internet activity that traces routes of selected explorers of Latin America.
7. In an internet activity, students will locate rainforests and be able to explain the reasons for their destruction and the attempts at preservation.
8. In pairs, students will create a report on the similarities and differences of the Aztec, Maya, and Inca cultures.
9. In a classroom discussion, students will compare and contrast European conquerors with the indigenous people and cultures they experienced.
10. In a group, students will research, write, and perform a skit on a social issue facing the region.
11. Students will view the video on the Panama Canal and explain in writing the economic significance of the Panama Canal. <https://www.youtube.com/watch?v=KgsxapE27NU>
12. In groups, students can create stations showcasing elements of Latin American culture from specific countries/regions.
 - a. To differentiate;

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- Students can find pictures to represent their cultural elements.
 - Students can create Canva or other digital representations of their cultural elements.
13. Students will write a television commercial that describes and explains Venezuela's role in OPEC.
14. In classroom discussion, students will explain and discuss modern problems affecting Latin America.

Assessments:

Diagnostic:

- KWL charts
- Class discussion/teacher observations
- pre-tests

Formative:

- Cooperative learning assignments
- Outline of notes
- Homework
- Observation of research and presentations

Summative:

- Homework
- Unit 7: Latin America Test
- Unit 7 Map quiz
- Unit 7 vocabulary and identification quiz

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