



Diocese of Greensburg Curriculum
World History II Grade 10

| Unit | Standards | Content | Skills |
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| <p>The Renaissance</p> | <p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and</p> | <ul style="list-style-type: none"> • Geography of the Italian peninsula • Social and Economic conditions that allowed the Renaissance to start in Italy • Causes and results of the Renaissance • Influence of notable members of the Medici family; Niccolo Machiavelli, and Baldassare Castiglione on Italian Renaissance history • Features of Italian society • Relevant Concepts: <ul style="list-style-type: none"> ○ Mercenaries ○ Republic ○ "The Prince" • Influence of Italian Renaissance Humanism and the contributions of Francesco Petrarch • Impacts of Vernacular Literature on European society • Influence of the humanist movement on European education • New themes and techniques used in renaissance art and literature • Accomplishments of major Renaissance artistic personages: <ul style="list-style-type: none"> ○ Masaccio ○ Leonardo da Vinci | <p>The students will be able to:</p> <ul style="list-style-type: none"> • Analyze the geographical features of the Italian peninsula and the Mediterranean region that helped the Renaissance to begin in Italy • Describe the social and economic factors that existed in Italy which promoted the start of the Renaissance • Identify and describe the causes and results of the Renaissance. • Evaluate the key features of Italian society • Define Relevant Concepts and vocabulary terms as presented • List the accomplishments of notable Renaissance personages in the field of art, politics, literature, and philosophy as presented • Analyze the impacts of Vernacular Literature on European society • Describe the humanist movement and identify its influence on European philosophy, art, literature, and education • Compare & contrast new themes and techniques used |

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| | <p>regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand That each individual has personal connections to time and place.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender; The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks; Consequences of science and technology for individuals and societies;</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p> | <ul style="list-style-type: none"> ○ Michelangelo ○ Jan van Eyck ○ Machiavelli ● Relevant Concepts: <ul style="list-style-type: none"> ○ Humanism ○ perspective ○ oil paints ○ engravings ● Impacts of the accomplishments of Johannes Gutenberg | <p>in Renaissance art and literature</p> <ul style="list-style-type: none"> ● Evaluate the social impact of the accomplishments of Johannes Gutenberg ● Define key vocabulary terms ● Identify key personages and describe their accomplishments |

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| <p>Reformation</p> | <p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p> | <ul style="list-style-type: none"> • Causes and results of the Reformation. • Geographical spread of Protestantism throughout Europe. • Relevant Concepts/terms/people: <ul style="list-style-type: none"> ○ Christian Humanism ○ Desiderius Erasmus ○ Johann Tetzl ○ Martin Luther ○ salvation ○ indulgence ○ Ninety-five Thesis ○ Lutheranism ○ John Calvin ○ Calvinism ○ predestination ○ King Henry VIII • English Reformation • Anabaptists • Ghettos • European society during the Reformation • Catholic Reformation/Counter Reformation <ul style="list-style-type: none"> ○ Ignatius of Layola, ○ Jesuits ○ Teresa of Avila ○ Carmelites • Council of Trent | <p>The students will be able to:</p> <ul style="list-style-type: none"> • Analyze the causes and results of the Reformation • Identify the geographical regions of Europe which became Protestant and the areas that remained Catholic • Describe the accomplishments of the major Reformation leaders as presented in class • Evaluate European society during the Reformation • Analyze the causes and results of the Catholic Reformation/Counter Reformation • Define key vocabulary terms relevant to the Reformation era as presented • Compare and contrast the catholic Church before and after the Catholic Reformation/Counter Reformation • Identify key personages and describe their accomplishments |

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| | <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand That each individual has personal connections to time and place.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender; The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks; Consequences of science and technology for individuals and societies;</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p> | | |
| <p>Age of Discovery & trade with Regional Societies</p> | <p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature,</p> | <ul style="list-style-type: none"> • <u>Major European explorers;</u> • Leif Erikson • Marco Polo • Prince Henry (The Navigator) • Bartholomeau Dias • Vasco da Gama • Admiral Afonso de Albuquerque • Christopher Columbus | <p>Students will be able to: Demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by:</p> <ul style="list-style-type: none"> • explaining the roles and economic motivations of explorers and conquistadors; |

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| | <p>the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand That each individual has personal connections to time and place.</p> | <ul style="list-style-type: none"> • Ferdinand Megellan • Hernan Cortes • Francisco Pizarro • John Cabot • Pedro Cabral • Amerigo Vespucci • Samuel de Champlain • Henry Hudson • Viking ship building accomplishments • Chinese Ship building accomplishments • Cartography • Astrolabe • Magnetic Compass • Triangular Sails / Lateen Sails • Use of math in the operation of navigational instruments. • <i>Mercantilism</i> • Favorable Balance of Trade • <i>Colombian Exchange</i> • Cultural Diffusion • <i>Encomienda System</i> • <i>Triangular Trade</i> • Middle Passage • Structure of European Colonial systems • Colonial Social Class System; • Creoles • Mestizos • Mulattoes | <ul style="list-style-type: none"> • describing the influence of religion; • explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas; • describing the Colombian Exchange, including its impact on native populations; • Map and explain the triangular trade • Analyze the impacts that European colonization had on the Native American population. • Analyze the impacts that European colonization had on the Native American population. • Evaluate the advancement of technology during the Age of Discovery. • Define key vocabulary terms • Identify key personages and describe their accomplishments. |

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| <p>Enlightenment</p> | <p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> | <ul style="list-style-type: none"> • Scientific method • Inductive reasoning • Francis Bacon • Rationalism • Montesquieu • Diderot • Voltaire • Father of modern rationalism • Deism • Rococo art • Rousseau • Social contract • Ptolemaic system • Geocentric | <p><i>Students will be able to:</i> Demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by</p> <ul style="list-style-type: none"> • Describing the Scientific Revolution and its effects; • Describing the Age of Absolutism. • Evaluating the impacts of Absolute Monarchies on European society. |

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| <p>Development of European Nationalism</p> | <p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> | <ul style="list-style-type: none"> • Corsica • Phases of the French Revolution National Assembly • Reign of Terror • Directory • Age of Napoleon • 3 Parts known as estates. • First Estate – Clergy • Second Estate – Nobility • Third Estate – Everyone else (only the third Estate had to pay taxes) • Urban craftspeople, shopkeepers, and workers | <p>Student will be able to: Demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by</p> <ul style="list-style-type: none"> • Describing the French Revolution; • Assessing the impact of Napoleon • Describing the Congress of Vienna, including changes in political boundaries in Europe after 1815; |

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| | <p>competition, cooperation, conflict, assimilation, race, ethnicity, and gender; The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks; Consequences of science and technology for individuals and societies;</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p> | | |
| <p>Industrialization</p> | <p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives;</p> | <ul style="list-style-type: none"> • Social change resulting from the Industrial Revolution. • Transportation and power during the industrial revolution in Britain • Importance of coal production during the industrial revolution • Causes of the Industrial Revolution in Britain / Europe • Labor • Bourgeois • Thomas Newcomen • Socialism • Eli Whitney • Factories • Cottage Industry • Urbanization | <p>Students will be able to: Demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by:</p> <ul style="list-style-type: none"> • Citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes; • Explaining the emergence of capitalism as a dominant economic pattern, and the subsequent development of socialism and communism; • Describing the evolution of the nature of work and the labor force, including its |

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| | <p>The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand That each individual has personal connections to time and place.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender; The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY</p> | <ul style="list-style-type: none"> • Henry Cort • Entrepreneur • Robert Fulton • The Clermont • Spinning jenny • Steam engine • Industrial capitalism • Edmund Cartwright • Labor • Textile industry • James Watt • Agricultural Revolution • Richard Arkwright • James Hargraves • Richard Trevithick • George Stephenson • Assembly Line • Proletariat • Urban populations of nineteenth-century Europe • Suffrage • 2nd Industrial Revolution. • Bourgeoisie • Proletariat • Political goals for universal education in European Democracies • Impacts of industrialization • Bessemer process • Thomas Edison • Wright Brothers • Henry Ford • Guglielmo Marconi • Alexander Graham Bell • Karl Marx • Strikes • Unions • Agricultural Revolution • Mechanization • Factory System | <p>effects on families, the status of women and children, the slave trade, and the labor union movement;</p> <ul style="list-style-type: none"> • Explaining the rise of industrial economies and their link to imperialism and nationalism; • Assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples. <ul style="list-style-type: none"> • Define key vocabulary terms • Identify key personages and describe their accomplishments. |

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| | <p>Knowledge Learners will understand Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks; Consequences of science and technology for individuals and societies;</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p> | <ul style="list-style-type: none"> Major Personages of the 1st & 2nd Industrial Revolutions | |
| <p>Conflicts of the 20th Century (1914 - 1945)</p> | <p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion;</p> | <ul style="list-style-type: none"> World War 1 Causes of World War 1; Imperialism Nationalism Militarism Alliances Assassination of Archduke Franz Ferdinand Gavrilo Princip Sarajevo, Bosnia Black Hand Technology of World War 1; Major battles of the war Schlieffen Plan Woodrow Wilson Kaiser Wilhelm II Treaty of Versailles Russian Revolution League of Nations No-Man's-land. Unrestricted submarine warfare Trench warfare Lusitania Armistice | <p>The students will be able to:</p> <p>Demonstrate knowledge of the worldwide impact of World War I by:</p> <ul style="list-style-type: none"> Identifying and describing the causes of World War 1 and World War II Describing the causes and results of the Russian Revolution Analyzing the major events of the World Wars Identifying the major leaders of the World Wars Evaluating the results of the World Wars Describing the interwar years Describing the wars impact on women as nations mobilized for war Define key vocabulary terms |

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| | <p>The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand That each individual has personal connections to time and place.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender; The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks;</p> | <ul style="list-style-type: none"> • Woodrow Wilson • Triple Entente • Triple Alliance • Allies • Central Powers • League of Nations • Nationalism • Imperialism • Treaty of Versailles • Schlieffen Plan • Alliance • World War 2 • The Big Three • Demilitarized • Final Solution • Blitz • Kamikaze • The nuclear age • The Cold War • Results of WW2 • Rome-Berlin Axis • Nazi-Soviet Nonaggression Pact • Benito Mussolini • Isolation • Franklin D. Roosevelt • Joseph Stalin • Hirohito • Erwin Rommel • Desert Fox • Douglas MacArthur • Adolf Hitler • Mein Kampf • Sanction • Dwight D. Eisenhower • D-Day • Battle of Midway • Battle of Stalingrad • Pearl Harbor • President Harry Truman • Japan surrendered | <ul style="list-style-type: none"> • Identify and describe the accomplishments of notable personages of World War 1 & World War 2 • Evaluate the causes and results of the holocaust • Identify key personages and describe their accomplishments • Describe Germany's view of Russia's mobilization for war • Explain how industrialization affected the growth of European military power |

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| | <p>Consequences of science and technology for individuals and societies;</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p> | <ul style="list-style-type: none"> • Important Dates to remember: • September 1, 1939 • December 7, 1941 • June 6, 1944 • May 8, 1945 • August 14, 1945 | |
| <p>Post War Era</p> | <p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS</p> | <ul style="list-style-type: none"> • Cold War • Global Organizations created after World War 2 • WTO • United Nations • NATO • SEATO • Warsaw Pact • Iron Curtain • Berlin Blockade • Berlin Wall • Korean War • Vietnam War • Chinese Revolution • Truman Doctrine • Marshall Plan • Eisenhower Doctrine • Nuclear Weapons • Cuban Missile Crisis • Revolutionary movements in eastern Asia, including those in China and Vietnam • French Indo-China • Cold War Era Leaders • Mao Tse-tung (Zedong) • Chiang Kai-shek • Ho Chi Minh • Margaret Thatcher • Mikhail Gorbachev • Nelson Mandela | <p>Students will be able to:</p> <p>Demonstrate knowledge of major events in the second half of the twentieth century by:</p> <ul style="list-style-type: none"> • Explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe; • Assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945; • Describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh; • Describing major contributions of selected world leaders in the second half of the twentieth century, |

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| | <p>Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand That each individual has personal connections to time and place.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender; The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks; Consequences of science and technology for individuals and societies;</p> <p>GLOBAL CONNECTIONS</p> | <ul style="list-style-type: none"> • Emergence of modern science and technology • Economic features of the Global North and South | <p>including Margaret Thatcher, Mikhail Gorbachev</p> <ul style="list-style-type: none"> • Define key vocabulary terms • Identify key personages and describe their accomplishments. • Compare and contrast the various conflicts that were part of the Cold War. |

| Unit | Standards | Content | Skills |
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| | <p>Knowledge Learners will understand Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p> | | |
| <p>Global Issues of the 21st Century</p> | <p>NCSS: Social Studies 2010 NCSS: High CULTURE Knowledge Learners will understand "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people; That culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns;</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives; The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion; The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history; The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand The theme of people, places, and environments involves the study of the relationships between</p> | <ul style="list-style-type: none"> • Migrations of refugees and others • Refugees as an issue in international conflicts • Migrations of "guest workers" to European cities • Impact of new technologies • Genetic engineering and bioethics • Contrasts between developed and developing nations • Geographic locations of major developed and developing countries • Economic conditions • Social conditions (literacy, access to health care) • Population size and rate of growth • Factors affecting environment and society • Economic development & Rapid population growth • Environmental challenges; Pollution, Loss of habitat, Global climate change • Social challenges: Poverty, Poor health, illiteracy, Famine, and Migration • Economic interdependence • Role of rapid transportation, communication, and computer networks | <p>The students will be able to: Demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by:</p> <ul style="list-style-type: none"> • Identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies; • Assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom; • Describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; • Analyzing the increasing impact of terrorism. • Define key vocabulary terms |

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| | <p>human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources; Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment;</p> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand That each individual has personal connections to time and place.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender; The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY Knowledge Learners will understand Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks; Consequences of science and technology for individuals and societies;</p> <p>GLOBAL CONNECTIONS Knowledge Learners will understand Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;</p> | <ul style="list-style-type: none"> • Rise and influence of multinational corporations • Changing role of international boundaries • Regional integration, e.g., European Union • Trade agreements, e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO) • International organizations, e.g., United Nations (UN), International Monetary Fund (IMF) • International terrorism • Governmental responses to terrorist activities | <ul style="list-style-type: none"> • Identify key personages and describe their accomplishments. |



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